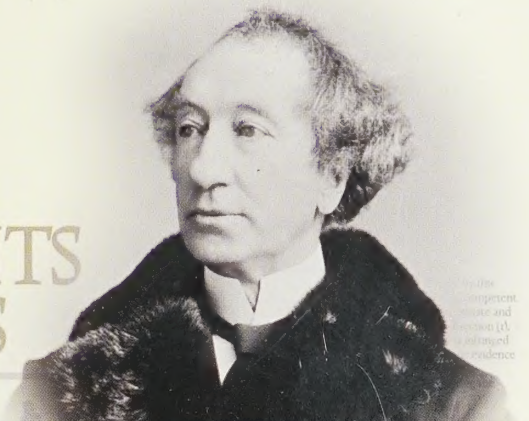


# Canadians and Their Government: A Resource Guide



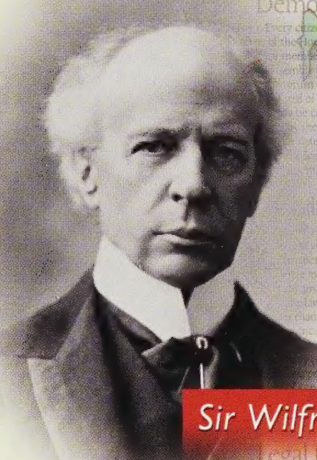
**Dr. Joseph Gosnell**

The Canadian Charter of Rights and Freedoms is founded upon principles that recognize the rights and freedoms of all Canadians. The Charter guarantees the rights and freedoms of all Canadians, not just those of the majority. It is a cornerstone of Canadian democracy, ensuring that all Canadians are treated equally under the law. The Charter includes provisions for fundamental freedoms, democratic rights, equality rights, and official language rights.



**Sir John A. Macdonald**

The Canadian Charter of Rights and Freedoms is a cornerstone of Canadian democracy. It guarantees the rights and freedoms of all Canadians, not just those of the majority. The Charter includes provisions for fundamental freedoms, democratic rights, equality rights, and official language rights. It is a document that has shaped the Canadian legal system and has been instrumental in ensuring that all Canadians are treated equally under the law.



**Sir Wilfrid Laurier**

The Canadian Charter of Rights and Freedoms is a cornerstone of Canadian democracy. It guarantees the rights and freedoms of all Canadians, not just those of the majority. The Charter includes provisions for fundamental freedoms, democratic rights, equality rights, and official language rights. It is a document that has shaped the Canadian legal system and has been instrumental in ensuring that all Canadians are treated equally under the law.



## Equality Rights

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. (2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

## Official Languages of Canada

16. (1) English and French are the official languages of the Parliament and government of Canada. (2) The statutes, records and journals of Parliament shall be printed and published in English and French and both language versions are equally authoritative. (3) The statutes, records and journals of the government of Canada shall be printed and published in English and French and both language versions are equally authoritative.

## Minority Language Educational Rights

23. (1) Citizens of Canada (a) whose first language learned and still understood is that of the English or French linguistic minority population of a province, and (b) who have received their primary school instruction in that language, have the right to have their children receive primary and secondary school instruction in that language. (2) Citizens of Canada of whom any child or children of theirs of school age have the right to have their children receive primary and secondary school instruction in the language other than English or French in which they received their primary school instruction in that province. (3) The right of children of citizens of Canada to have their children receive primary and secondary school instruction in the language of their choice shall not be denied where the number of those children so wishing to receive such instruction would warrant the provision to them out of public funds of minority language instruction; and (4) includes, where the number of those children so wishing to have their children receive such instruction in minority language education facilities of public funds.



**Her Majesty Queen Elizabeth II**

## Application of Charter


26. (1) The Charter applies to the Parliament and government of Canada in respect of all matters within the authority of Parliament including all matters relating to the Yukon and Northwest Territories and all matters falling within the legislative jurisdiction of the Parliament of Canada. (2) The Charter applies to the provinces and governments thereof in respect of all matters within the authority of the provincial legislatures including all matters relating to the Yukon and Northwest Territories and all matters falling within the legislative jurisdiction of the provincial legislatures.



**Dr. Rosemary Brown**

<http://www.canadianheritage.gc.ca>





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# Introduction

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The Canada of today is the result of many great debates over how to govern a country, especially one as diverse as Canada. Many active citizens who challenged the status quo and demanded a model to reflect our realities are listed among Canada's greatest heroes. This is indeed a great tradition, and learning about the people and events that have shaped and created our current system of government is one of the best ways to learn about what it means to be an informed and responsible citizen.

*Canadians and Their Government* is a resource guide containing ready-to-use material for various types of learning environments. The information provided within the guide gives a comprehensive and concise explanation of how Canada has developed, and continues to develop, as a strong democratic country. The goal of this guide is to equip Canadians with activities to become familiar with, think critically about, and engage themselves in Canada's democratic system of government. The tools contained herein will help them to become a new generation of active and informed citizens, by exploring the stories of those who have gone before them and discovering their history and heritage.

These activities use creative tasks, role-playing, research and discussion-oriented tasks to illustrate how government works, encourage responsible citizenship and challenge youth to understand the many different perspectives that make up Canada. The kit also contains additional resources, such as a video, Web sites, posters and publications providing a more in-depth look at the many ways in which government is involved in the day-to-day life of Canadian citizens, and how the role it plays has evolved throughout history.

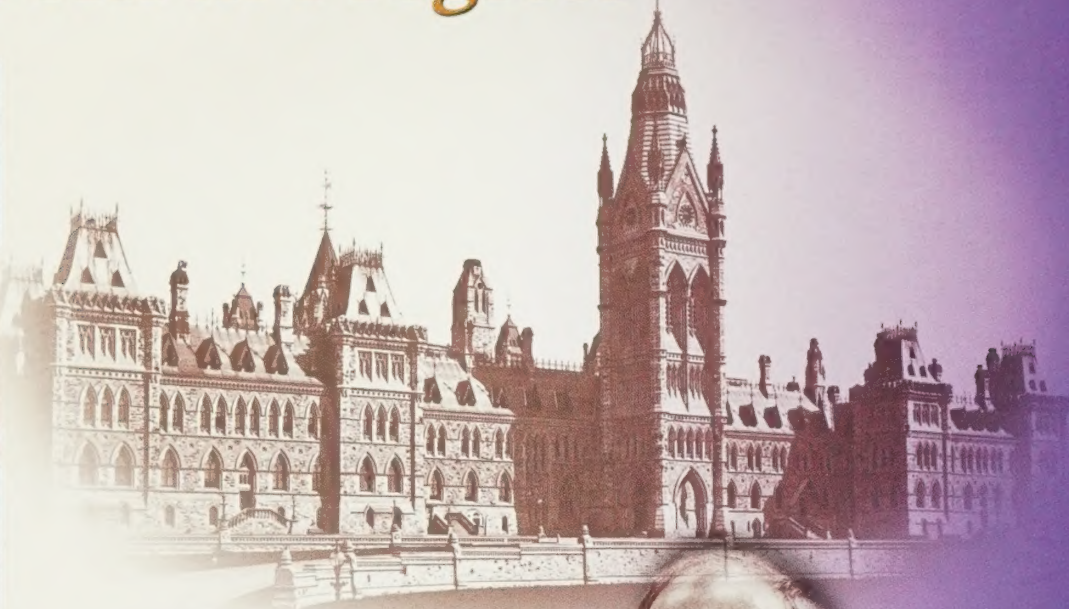
**Note:** the definitions for underlined terms found throughout this document are located in the glossary at the back of the guide.







# Building Canada: A Work in Progress







## PURSUIT OF AN IDEAL: PEACE, ORDER AND GOOD GOVERNMENT

The meaning of the phrase “peace, order and good government” goes well beyond the first line of section 91 of the Canadian Constitution, which along with section 92 prescribes federal and provincial responsibilities. It was included by the Fathers of Confederation to define the scope of legislative jurisdiction of Parliament, yet the phrase has evolved, sometimes controversially, to mean much more.

Indeed, the phrase “peace, order and good government” has become meaningful to Canadians and defines Canadian values in a way that is comparable to “liberté, égalité, fraternité” in France or “life, liberty and the pursuit of happiness” in the United States. It is a phrase that truly articulates the journey towards peaceful accommodation throughout Canada’s evolution as a nation. This process, in itself, is reason enough to feel proud of Canada’s accomplishments since before Confederation.

Today, Canada is a world leader in peacekeeping and conflict resolution, and is a model for democracy. Upon accepting the 1957 Nobel Peace Prize, Canada’s future Prime Minister, Lester B. Pearson, summed up these concepts:

*There can be no enduring and creative peace if people are unfree. The instinct for personal and national freedom cannot be destroyed, and the attempt to do so by totalitarian and despotic governments will ultimately make not only for internal trouble but for international conflict. Authority under law must, I know, be respected as the foundation of society and as the protection of peace. The extension of state power, however, into every phase of man’s life and thought is the abuse of authority, the destroyer of freedom, and the enemy of real peace.*

*In the end, the whole problem always returns to people; yes, to one person and his own individual response to the challenges that confront him.*

*In his response to the situations he has to meet as a person, the individual accepts the fact that his own single will cannot prevail against that of his group or his society. If he tries to make it prevail against the general will, he will be in trouble. So he compromises and agrees and tolerates. As a result, men normally live together in their own national society without war or chaos. So it must be one day in international society. If there is to be peace, there must be compromise, tolerance, agreement.*

(Source: 1957 Nobel Lecture by Lester Bowles Pearson.

[http://www.unac.org/en/link\\_learn/canada/pearson/speechnobel.asp](http://www.unac.org/en/link_learn/canada/pearson/speechnobel.asp)

Nearly a half-century later, these words are reflected in Canada’s system of government.

## ONCE UPON A TIME...EARLY GOVERNMENTS

People have always organized their communities by creating forms of government to provide leadership and direction within and among groups. Types of governments have varied greatly over time, and from one place to another; each one, however, had the responsibility to ensure that the community functioned well.

For thousands of years before the arrival of Europeans in the Americas, First Nations and Inuit communities practised their own forms of government. Each community developed a form of government that responded to their particular needs, and as a result, many different systems were to be found. The type of government a community chose was influenced by their geographic, economic, and social conditions, as well as by spiritual beliefs tied to the community's ancestral lands. Some nations had monarchs or hereditary chiefs with great authority and power. Other communities had chiefs chosen by the nation for their personal attributes and abilities as leaders, and used persuasion and consensus to lead their people. Some communities were small kin groups with informal leadership; others were a group of bands or villages; others still were vast confederacies and empires with formal class structures.

In Europe, during the Age of Discovery (the time when Western European explorers encountered and began to explore the Americas), kings and queens directly ruled over the people in their countries through royal prerogative, which gave him or her absolute power to rule. In distant colonies, however, they appointed governors — the Monarch's eyes and ears — to rule in their place. Governors were under no legal obligation to listen to the advice or opinions of the people, unless the smooth running of the colony was at risk.

This practice was how the portion of the New World that would become Canada was governed, when Samuel de Champlain was appointed governor in 1612 by the King of France. After 1763, when these lands were transferred to British control, a succession of British governors likewise ran the colonies of British North America on behalf of their Monarchs.



# Activity 1

## FAMILY ENCOUNTER

### Objectives

To become familiar with:

- the different forms of government in early 18<sup>th</sup> century Canada, and how they affected individual Canadians;
- the way in which any form of government directly and indirectly affects daily life; and
- the daily life in early 18<sup>th</sup> century Canada through various media including on-line museums.

### Directions

1. Divide the group into families representing French-speaking, English-speaking or Aboriginal (e.g. Iroquois, Mi'kmaq, Huron) cultures.
2. Have the families use research from library resources, local museums and the Internet to complete the Family Encounter activity sheet on the following page.
3. With this information, script a meeting between the three different cultures in which they discuss what they think of their lives, particularly in terms of their treatment by their respective rulers and governments. Encourage creativity in terms of where they choose to set their scenes, the personalities of their characters and their concerns, and the use of humour and historical detail. For example, each member of the group might be assigned a role in the family—mother, father, teenage son in the military, or daughter about to be married. They might have all three families meeting at a border, a trading post, a wedding, or on board a ship on the St. Lawrence River.

### Suggested Sources:

Canadian Encyclopedia Online:  
<http://thecanadianencyclopedia.com/>;  
Canadian Museum of Civilization:  
<http://www.civilization.ca>; and  
Virtual Museum of Canada:  
<http://www.chin.gc.ca>.

### Useful search terms (library/encyclopedia/Internet) for:

All families, Canadian History sources: (Colonial) Government; Family; Social History; 18<sup>th</sup> century life; fur trade; imperialism;

French-speaking Family:  
New France; Quebec or New Brunswick; history; habitants; fur trade;

English-speaking Family:  
British North America; Nova Scotia (or other colony); history; settlers, fur trade; and

Aboriginal Family: First Nations; Native People; Indian Treaties; name of First Nation, e.g. Iroquois, Mi'kmaq, Huron.





# Activity Sheet

## FAMILY ENCOUNTER

Name: \_\_\_\_\_

Your family's cultural background: \_\_\_\_\_

Family members: (e.g. father, mother, etc.) \_\_\_\_\_

What is your family's primary occupation? \_\_\_\_\_

What is your profession, if any (e.g. priesthood, law)? \_\_\_\_\_

Note if any of your family members are also engaged in the following activities, full-time or part-time:  
(e.g.: father hunts during winter; family runs a small farm)

farming: \_\_\_\_\_

hunting: \_\_\_\_\_

trading: \_\_\_\_\_

fishing: \_\_\_\_\_

school: \_\_\_\_\_

In your community/area, who makes the laws? \_\_\_\_\_

To whom do you pay taxes? \_\_\_\_\_

How freely can you express opinions about your government (especially negative opinions)?

Are there religious/language/cultural rights or restrictions in your community?

Are there restrictions on who can own land? A business?

Where might you encounter families from other backgrounds? \_\_\_\_\_

Prepare answers for the following questions that you might be asked at this encounter:

Overall, how hard is it for your family to survive?

Who helps you in times of starvation or illness?

## ACTIVITY SHEET: FAMILY ENCOUNTER (Cont.)

How are you governed? What are the layers of government between you and the highest level of authority?

---

---

Would you have any chance of getting into a position of power? Why or why not?

---

Does your government tax you? How (e.g. taxes on imported goods like sugar or manufactured goods; property tax; income tax)?

---

If you have a problem — such as being overtaxed, drafted into military service or involved in a property or business dispute — to whom do you go for help?

---

If they don't help, or you don't like the decision they made, what can you do?

---

Do you think either of the other families has a better kind of government than you? Why or why not? (Complete this after your encounter with them.)

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### Suggested Sources:

Canadian Encyclopedia Online: <http://thecanadianencyclopedia.com/>

Canadian Museum of Civilization: <http://www.civilization.ca>

Virtual Museum of Canada: <http://www.chin.gc.ca>

### Useful search terms (library/encyclopedia/Internet) for:

All families, Canadian History sources: (Colonial) Government; Family; Social History; 18<sup>th</sup> century life; fur trade; imperialism

French-speaking Family: New France; Quebec or New Brunswick; history; habitants; fur trade

English-speaking Family: British North America; Nova Scotia (or other colony); history; settlers, fur trade

Aboriginal Family: First Nations; Native People; Indian Treaties; name of First Nation, e.g. Iroquois, Mi'kmaq, Huron

Other Resources I used (Web sites, books, CD-ROMs, etc.)

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## A STEP TOWARD DEMOCRACY: RESPONSIBLE GOVERNMENT

By the end of the 18<sup>th</sup> century, European kings and queens began to use advisors to help them with their increasingly complex duties as rulers. Eventually they allowed these advisors—often elected politicians—to do the day-to-day governing for them. This practice led to the development of representative government, or, a government in which the people choose (usually by voting) representatives to speak for them.

The idea of responsible government, or a government in which the representatives are held accountable to the people through the elected legislative assembly rather than to the appointed governor, came later.

Some of the more dramatic and influential steps in the road to responsible government in British North America were the Rebellions of 1837, which took place in Lower and Upper Canada. Following the rebellions, the British government sent Lord Durham to Canada to investigate. His report recommended that the Canadas be united under one legislative assembly and that the power of the government be in the hands of the elected assembly, not the appointed governor. Considered radical at the time, the plan was implemented in part in 1841, which led to the eventual adoption of responsible government. For a more detailed look at the evolution of responsible government, you might wish to complete the activity entitled “Are you Responsible?”

Responsible government gave the colonists of British North America control of their domestic affairs, because governors were obliged to follow the advice of the colonial ministers, chosen from representatives elected by the people, except in imperial matters (e.g. defence). By the time of Confederation in 1867, this system had been operating in most of what is now central and eastern Canada for almost 20 years.

In forging a new nation out of the colonies of British North America, the Fathers of Confederation built the country's foundations on two great principles: constitutional monarchy and responsible government.



# Activity 2

## ARE YOU RESPONSIBLE?

### Objectives

To become familiar with:

- the development of Canada's unique form of democracy during the pre-Confederation years;
- terms such as representative government, responsible government, democracy and other important concepts; and
- the reasons for the evolution of responsible governments, in Canada and elsewhere.

### Directions

1. Discuss the definitions of, and differences between, responsible and representative governments (see the Glossary at the back of this binder, among other resources). You may wish to have the group decide whether their local school's form of government is responsible or representative, or both.
2. As a whole or in smaller groups, discuss the following questions:
  - a) What kind of government does Canada have today?
  - b) Why do responsible governments often, as in North America, evolve *after* representative governments?
  - c) Is it possible to have a "true democracy"—one in which the citizens rule themselves, directly and equally? Why or why not?
  - d) What are the advantages of representative democracy?
  - e) What are the disadvantages of representative democracy?
  - f) How might interconnectivity—the Internet, etc.—lead to true democracy (e.g. every citizen could vote on every issue and/or bill which affects them)? Would they like a system like that? Is it feasible?
3. With this discussion in mind, have users read background material on the development of our system of government. In addition to available library resources, there are excellent on-line resources, such as the Canadian Encyclopedia and other Web sites listed at the back of this guide.
4. Using this information, complete the activity sheet, showing for each of the places and dates how they represent progress toward our current federal and provincial/territorial systems of government. In particular, focus on appointed versus elected representatives and the role and rights of the average citizen.
5. Optional activity (enrichment) on cause-and-effect: create a list of events and pressures that tend to lead to a more democratic form of government. Relate this list to current events on the international stage; where do they see similar developments? They may use newspapers, news magazines, and the Internet to research developments in democracy and representative governments.





# Activity Sheet

## ARE YOU RESPONSIBLE?

Using the format below, recreate the chart and fill in the missing information.

	Change in Crown/ Government Power	Change in Citizens' Role in Government	Cause/Event/Central Figure(s)
Nova Scotia, 1758			
Prince Edward Island, 1773			
New Brunswick, 1784			
Upper and Lower Canada, 1791			
Newfoundland, 1832			
British North America, 1839			
Upper and Lower Canada, 1841			
Nova Scotia, New Brunswick, Province of Canada, 1848			
Prince Edward Island, 1851			
New Brunswick, 1854			
Newfoundland, 1855			

## Answer Sheet: ARE YOU RESPONSIBLE?

	Change in Crown/ Govt Power	Change in Citizens' Role in Government	Cause/Event/Central Figure(s)
Nova Scotia, 1758	Representative government granted	Elected assembly formed	Britain wanted to reform the former French colony and give it British institutions and a more British character (In 1758, the 2 <sup>nd</sup> of 3 waves of Acadian deportations took place.)
Prince Edward Island, 1773	Representative government granted	Elected assembly formed	Separated from Nova Scotia in 1769, P.E.I. was pressured by Britain to adopt British government institutions; the Secretary of State in London blocked needed land reform bills until P.E.I. agreed to form an elected assembly.
New Brunswick, 1784	Created as a separate colony from Nova Scotia	Elected assembly formed	Thousands of Loyalists settled in Nova Scotia after the American Revolution, bringing with them political traditions that were at odds with those of the colony. These refugees wanted to form a new society based on their own values, and the colonial elite in Halifax did not satisfy their desires; the Loyalists lobbied for a colony of their own, and were successful.
Upper and Lower Canada, 1791	Province of Quebec divided into Upper and Lower Canada; representative government granted	Each colony got an elected assembly. The principle of "no taxation without representation" meant that the assembly had to approve all government spending.	Constitutional Act of 1791: attempt to stem the perceived democratic excesses that had led to the American Revolution and the loss of 13 colonies.
Newfoundland, 1832	Representative government granted	Elected assembly formed	Old administration was weak and had been set up only to coordinate the fishery, and was not designed to run a maturing colony. It was incapable of addressing ethnic, religious and class tensions. This was also a time of reform liberalism in Britain.
British North America, 1839	Lord Durham recommended creating a united Province of Canada with responsible government	Parliament in London agreed to unite the two Canadas but rejected the proposal for responsible government, there was no impact on citizens' role in government.	Durham Report into the 1837-1838 Rebellions.
Upper and Lower Canada, 1841	Union of the Canadas into a single province, with a form of representative government.	Province of Canada granted a single elected legislature with an equal number of representatives from Canada East and Canada West.	Act of Union (1840)
Nova Scotia, New Brunswick, Province of Canada, 1848	Responsible government granted	The Executive is responsible to the Assembly, and the Assembly controls revenues.	Britain began to devolve political power to its settlement colonies. In each colony, leaders sought more control to deal with local issues and challenges themselves.
Prince Edward Island, 1851	Responsible government granted	The Executive is responsible to the Assembly, and the Assembly controls revenues.	The tenant farmers of the Island attempted to gain power to force land reform upon the landlords, many of whom lived in Britain and paid little attention to the farmers' interests.
New Brunswick, 1854	Responsible government tested	Principles of responsible government were ultimately upheld.	The Lieutenant-Governor had appointed a judge without the advice of the council, which had the confidence of the assembly. One council member resigned in protest.
Newfoundland, 1855	Responsible government granted	The Executive is responsible to the Assembly.	Ministerial responsibility and self-determination were major issues of the day, particularly in light of the controversy over French fishing rights around the northern peninsula and ongoing class, religious and ethnic tensions.



# Activity 3

## FOUNDING FRIENDS AND FOES

### Objectives

To become familiar with:

- the various points of view that have contributed to our uniquely Canadian form of democracy;
- how forces of conflict and compromise affect the course of a country's history and its government; and
- terms like "language rights," and "provincial powers."

### Directions

1. Have pairs choose two notable figures from Canada's past. They should conduct research on people to find an issue or event related to how Canadians should be governed and about which both personalities felt strongly. They should then research each person's point of view, and their reasons, based on their background and circumstances.

*Suggestions:*

General James Wolfe and the Marquis de Montcalm  
Tecumseh and Major-General Sir Isaac Brock  
Sir Francis Bond Head and William Lyon Mackenzie  
Lord Durham or Governor General Charles Metcalfe and  
Sir Charles Bagot

Henri Bourassa and Sir Wilfrid Laurier

Louis Riel and Crowfoot

Sir John A. Macdonald and Sir George-Étienne Cartier

Sir John A. Macdonald and Queen Victoria

Sir John A. Macdonald and Oliver Mowat

Various pairings from the Fathers of Confederation

Sir Wilfrid Laurier and Queen Victoria

Robert Baldwin and Louis-Hippolyte Lafontaine

The Right Honourable Pierre Elliott Trudeau and René Lévesque

The Right Honourable Brian Mulroney and  
the Honourable Lucien Bouchard

The Right Honourable William Lyon Mackenzie King and Lord Byng

The Right Honourable Louis St. Laurent and Joseph Smallwood

Others from your province/territory/community

2. Users have a choice of outcomes from their research. They may choose to:

- a) Script an interview with or brief informal debate between the pair.

The interview/debate could be reported in newspaper format, conducted live in front of the group, or videotaped. The length and depth of the debate should vary according to grade level and ability. A benchmark would be a newspaper article with 250 words of text produced by *each* individual or 500 words combined, or a debate of four to six minutes based on a dialogue script of three to five pages.

- b) Draw (as a direct representation or political cartoon) an encounter between these two with clear reference to their personalities, politics and a significant event in their political lives. The cartoon should include a caption and speech balloons. An individual working alone may choose to draw an editorial-style cartoon.

- c) Write a song or poem describing an encounter or debate between the two figures.

### Suggested Sources:

Textbooks, library resources, and the Web sites listed at the back of this guide such as *The Canadian Encyclopedia*.

As well, *Canada in the Making* at <http://www.canadiana.org/citm/>;

*Canadian Confederation: People* at <http://www.nlc-bnc.ca/confederation/h18-2300-e.html>;

*Confederation for Kids: People* at <http://www.nlc-bnc.ca/2/2/h2-1500-e.html>; and

The *Canadiana Scrapbook Series* are useful resources.



# Activity 4

## FIRST WOMEN IN GOVERNMENT

### Objective

To become familiar with:

- the life, achievements and values of women in Canadian government, past and present.

### Directions

Have users research and write a short biography of one of the notable women in Canadian politics listed below, or any other “first” woman in Canada’s government. (Format suggestions follow the list.)

#### First Women in the Canadian governments

The Honourable Jean Augustine: *First black woman elected to the House of Commons*

\*The Honourable Rosemary Brown: *First black woman elected to a legislature in Canada (British Columbia)*

Catherine Callbeck: *First woman elected Premier of a province (Prince Edward Island)*

The Right Honourable Kim Campbell: *First female Prime Minister, first female Minister of Justice and Attorney General, first female Minister of National Defence, first woman elected leader of Progressive Conservative Party*

\*The Honourable Marie Thérèse (Forget) Casgrain: *First woman to head a provincial political party in Canada*

The Honourable Andrée Champagne: *First female Deputy Speaker of the House of Commons*

The Right Honourable Adrienne Clarkson: *First Canadian Governor General who was not born in this country and came to Canada as a refugee*

The Honourable Sheila Maureen Copps: *First female Deputy Prime Minister*  
Pat Duncan: *First female Premier of a territory (Yukon)*

The Honourable Senator Joyce Fairbairn: *First female Leader of the Government in the Senate*

\*The Right Honourable Ellen Louks Fairclough: *First female Minister in the federal Cabinet*

The Honourable Muriel McQueen Fergusson: *First female Speaker of the Senate*

Agnes Campbell Macphail: *First female Member of the House of Commons, one of the first two women elected to Ontario Legislature*

The Honourable Pauline McGibbon: *First female Lieutenant Governor (Ontario) and first woman to hold a vice-regal position in the Commonwealth*

Audrey McLaughlin: *First woman to serve as head of a federal political party in Canada*

The Right Honourable Beverley McLachlin: *First female Chief Justice of the Supreme Court of Canada*

The Right Honourable Jeanne Sauvé: *First female Governor General, first female Speaker of the House of Commons, and first female Member of Parliament from Quebec to be a Cabinet Minister*

Suzanne Tremblay: *First woman appointed Official Opposition House Leader*

The Honourable Bertha Wilson: *First woman appointed to the Supreme Court of Canada and the first woman appointed to the Ontario Appeal Court*

Cairine Reay Mackay Wilson: *First female Senator, first woman appointed Chair of a Senate Standing Committee*

### Suggested Sources:

*The Canadian Encyclopedia.*

Web sites such as:

<http://www.nlc.bnc.ca/femmes/h12-278-e.html>; and

<http://www.parl.gc.ca/information/about/people/house/WomenHofC.asp?Language=E>.



## ACTIVITY 4: FIRST WOMEN IN GOVERNMENT (Cont.)

### Members of the “Famous Five:”

- \*Henrietta Muir Edwards
- \*Nellie McClung
- \*Louise Crummy McKinney (also mentioned below, under Alberta)
- \*Emily Murphy
- \*Irene Parlby

### Also notable:

- \*Henriette Bourque: *First female lawyer hired by the Department of Justice*

### First Women in Provincial and Territorial Legislatures

Alberta	Roberta Catherine MacAdams Price *Louise Crummy McKinney
British Columbia	Rita Margaret Johnston Mary Ellen (Spear) Smith
Manitoba	Edith MacTavish Rogers
New Brunswick	Brenda May Robertson (now Senator)
Newfoundland and Labrador	Lady Helena E. (Strong) Squires
Northwest Territories	Lena (Elizabeth Magdalena) Pedersen
Nova Scotia	Gladys Muriel Porter
Ontario	Margarette Rae Morrison Luckock Agnes Campbell Macphail
Prince Edward Island	Catherine Callbeck Ella Jean Canfield
Quebec	Marie-Claire Kirkland-Casgrain
Saskatchewan	Sarah Katheume (McEwen) Ramsland
Yukon	G. Jean Gordon

**Also:** a current female Lieutenant Governor or Territorial Commissioner

\*Note: names marked with an asterisk\* can also be found on the “Path of Heroes” site:  
<http://www.heroes.gc.ca>.

### Format suggestions:

- a 10-page TV script for your own “Heritage Minute” style biography (see the Histor!ca Web site for Heritage Minutes at: <http://www.histori.ca>) If possible, have users research television biographies by watching programs or using Web sites on the Internet. An excellent, free and downloadable documentary script template is available at:  
[http://www.chicagomediaworks.com/2instructworks/3editing\\_doc/3docedit\\_scriptmpl/3editing\\_docscripttemplate.html](http://www.chicagomediaworks.com/2instructworks/3editing_doc/3docedit_scriptmpl/3editing_docscripttemplate.html)
- a 10-page annotated photo scrapbook using sourced magazine clippings, downloaded and/or scanned pictures
- a 5-minute radio docudrama (using partly invented dialogue and events) or documentary using the guidelines from  
<http://radio.cbc.ca/programs/drama/>  
or <http://ottawa.cbc.ca/information/psasguide.jhtml#radio>
- a 2-page “Résumé”

# Who's in Charge Here?

## The Roles and Responsibilities of Government and Institutions

The House of Commons



The Senate



The Nunavut Legislature



The Supreme Court of Canada







## RUNNING CANADA

Canada subscribes to a system of responsible government and constitutional monarchy, combined with the features of a federation and parliamentary democracy.

### The Federal System

Canada is a federation, which means that the work of governing the country is shared by the federal and provincial or territorial governments. Federalism allows the government of a country as large and diverse as Canada to meet the common needs of all citizens, while also being able to serve the special interests and characteristics of the country's various regions and cultural/linguistic communities.

The original provinces that united to form the Canadian federation were the Province of Canada (now Ontario and Quebec), Nova Scotia and New Brunswick. Later developments brought six more provinces into Confederation. Three territories have been carved out of Canada's north.

### The Division of Powers

The *Constitution Act, 1867* gives the federal government responsibility for matters that concern all Canadians, most notably matters that cross interprovincial and/or international borders, such as defence, foreign affairs, the regulation of interprovincial and international trade and commerce, criminal law, citizenship, central banking and monetary policy.

Provincial governments have jurisdiction in matters of local interest, for example, primary and secondary education, health and social services, property and civil rights, provincial and municipal courts, and local (municipal) institutions. Schools are generally run by school boards or commissions elected under provincial education acts.

Some areas of responsibility are shared by both levels of government. For example, in the area of transportation, the federal government has jurisdiction in matters involving movement across provincial or international borders (aviation, marine transport and rail), whereas the provinces look after provincial highways, vehicle registration and driver licensing. Control over agriculture, immigration and certain aspects of natural resource management are also shared; but if federal and provincial laws in these areas conflict, the federal law prevails.

The territorial governments (Yukon Territory, Northwest Territories, and Nunavut) have more or less the same responsibilities as the provinces, but do not control land and natural resources. Further, their powers are not guaranteed by the Constitution but are granted by the federal government, which can change them when it is considered necessary.

A basic principle of the *Constitution Act, 1867* is that any power not specifically assigned to provincial legislatures belongs to the federal Parliament. In interpreting the law, the courts have generally followed the principle that if the power appears to be local, then it will be assigned to the provinces and territories, and if national, then to the federal government, or to both levels if the power is both national and local (for example, the environment).

Municipalities are formed to handle the affairs of cities, counties, towns, villages, districts and metropolitan regions. They are set up by provincial legislatures and have only such powers as the provinces give them. They provide citizens with services such as water and sewer systems, garbage disposal, roads, building codes, parks and libraries, and have authority over property tax.

## Elections

Canadians play an active role in how and by whom Canada is governed. We elect members of Parliament to the House of Commons and to our provincial and territorial legislatures to make decisions and enact laws on our behalf. Regular elections ensure that Canadians continue to be represented by candidates of their choice. The Constitution sets the maximum term of a Parliament at five years. However, the government in power may call an earlier election at any time. To do so, the Prime Minister must ask the Governor General to dissolve the House and call the election.

Representation in legislatures is based on geographical divisions known as electoral districts, constituencies or ridings. Each riding elects one member to the legislature. Federally, riding boundaries are established every ten years by independent commissions, taking into account population and social and economic links. Elections are carried out riding by riding with the winner being the candidate with the greatest number of votes. It is not necessary to have a majority of votes to win. Most candidates running in federal, provincial or Yukon elections belong to a political party.

Political parties are a group of people who establish a constitution outlining their common perspective, elect a leader and other officers, and support candidates for election to the House of Commons federally, or to the Legislature provincially or in the Yukon. Historically, Canada has had representatives from at least 3 to 5 political parties in Parliament. To be registered for a federal election, a political party is required to have had at least 12 members in the previous Parliament, or must nominate a minimum of 50 candidates 21 days prior to the election. Provincially and in the Yukon, the process is much more complex ranging from single-party dominant systems to competitive three-party systems across the country (candidates in territorial elections in the Northwest Territories and Nunavut are not members of political parties).

All Canadian citizens at least 18 years of age on election day are eligible to vote, with very few exceptions. To ensure impartiality, the officials responsible for election administration—the Chief Electoral Officer and the Assistant Chief Electoral Officer—may not vote in a federal election. Some residency restrictions apply for voters outside the country.

For more detailed information on federal, provincial and territorial elections, the Elections Canada Web site is an excellent resource, containing information and activities for a variety of levels. It can be found at <http://www.elections.ca/youth/english/welcome.html>.

# Activity 5

## ON THE RIGHT LEVEL

### Objective

To become familiar with:

- the division of powers between the federal, provincial/territorial and municipal levels of government and their degree of responsibility.

### Directions

1. Make enough copies of the On The Right Level activity sheet for the entire group. Have them find out which powers are assigned to the federal level of government, the provinces, and which ones are shared, by noting which level(s) of government are responsible for the service or issue involved.
2. Have the group review their findings together. For homework, ask individuals to bring in one news story, or make notes from a TV or radio news story, which refers to one of these areas and the level of government involved and have them explain why that level is involved.
3.
  - a) Individually or in pairs, have users think of a question that they, a family member or a friend has with which the government might be able to assist. (If they have problems coming up with one, individuals can phone the local federal and provincial government information offices and ask them for a few questions they are frequently asked. Another good source of questions is [http://www.canada.gc.ca/comments/faq\\_e.html](http://www.canada.gc.ca/comments/faq_e.html).)
  - b) Have them ascertain which level of government, and, if possible, which official might be able to help them answer their question.
4. Have each pair or individual compose a letter to the appropriate official, clearly stating their question and the action that they hope will be taken. You may wish to suggest that a formal tone and stating the issue factually will be most effective in achieving the desired results. They should trade these letters with one another for proofreading and feedback before submitting their rough drafts. As your resources allow, encourage them to send their letters and keep the group apprised of the response. Note that letters to federal Members of Parliament sent to the House of Commons do not require postage, whereas letters to other legislators do. You may consider e-mailing your letters.

### Suggested Sources

The preceding Info Box, *Running Canada*:

The government (usually blue) pages of the phone book;

Internet searches for phrases like "federal powers" and "provincial powers";

*The Constitution Act, 1867*.

Section VI, "The Distribution of Legislative Powers," especially subsections 91, 92 and 93;

[http://www.solon.org/Constitutions/Canada/English/ca\\_1867.html](http://www.solon.org/Constitutions/Canada/English/ca_1867.html) has an excellent consolidated version of the document, including revisions;

Federal government contact information <http://www.parl.gc.ca/common/senmemb/house/members/MemberList.asp?Language=E&Parl=37&Ses=1&Sect=hoccur>; and

Information for provincial or territorial representatives can be found on their Web sites.





# Activity Sheet

ON THE RIGHT LEVEL

**Area:**

**Level(s) of Government Responsible:**

	Federal	Provincial/ Territorial	Municipal
Agriculture			
Armed Forces			
Copyright			
Correctional Facilities			
Education			
Elections			
Energy			
Fire Department			
Hospitals			
Human Rights			
Immigration			
International Trade			
Internet			
Labour			
Libraries			
Liquor Licenses			
Marriage Permits			
Parks			
Passports			
Pensions			
Police			
Recycling			
Water and Sewers			
Social Insurance Numbers			
Taxes			
Telecommunications			
Tourism and Travel			
Traffic and Parking Signs			
Transportation			

## *Answer Sheet:* ON THE RIGHT LEVEL

The central principle for determining whether a power is federal or provincial is whether more than one province or Canada's relationships with other countries is affected. Municipalities are under the control of provincial governments. Not all provincial responsibilities are also territorial responsibilities; this varies among the three territories.

<b>Area:</b>	<b>Level(s) of Government Responsible:</b>
Agriculture	Federal and provincial
Armed Forces	Federal
Copyright	Federal
Correctional Facilities	Federal and provincial
Education	Provincial
Elections	Federal and provincial
Energy	Provincial and federal
Fire Department	Provincial and municipal
Hospitals	Provincial
Human Rights	Provincial and federal
Immigration	Federal and limited provincial
International Trade	Federal
Internet	Federal and limited provincial
Labour	Provincial and limited federal
Libraries	Provincial and municipal
Liquor Licenses	Provincial
Marriage Permits	Provincial
Parks	Federal and provincial
Passports	Federal
Pensions	Federal and provincial (Quebec)
Police	Federal, provincial and municipal
Recycling	Provincial and municipal
Water and Sewer	Provincial and municipal
Social Insurance Number	Federal
Taxes	Federal, provincial and municipal
Telecommunications	Federal and limited provincial
Tourism and Travel	Federal and provincial
Traffic and Parking Signs	Provincial and municipal
Transportation	Federal and provincial



## THE TOP JOBS

Canada is a constitutional monarchy. This means that although the Monarch is our Head of State, his or her powers are limited by our Constitution. Over the years, the Monarch's role has become largely symbolic and traditional. Canada's elected representatives and appointed officials have taken over the reigns of the decision making process. Here is a list of the 'Top Jobs' in the federal government.

(For a better understanding of the organization of the top jobs, please see the booklet entitled *A Guide to the House of Commons*.)

The **Prime Minister** is the head of government, yet the powers of the Prime Minister are not clearly defined in the Constitution. Normally, the Prime Minister is the leader of the party that holds the majority of the seats in the House of Commons.

### Snapshot:

*In 1911, Sam Hughes was Canada's Minister of Militia and Defence. When war was declared in 1914, Hughes raised, trained, and armed 33,000 Canadian soldiers and accompanied them to Britain. Hughes' role in regard to the British army was limited, but he insisted on interfering with the chain of command. The Prime Minister, Sir Robert Borden, knew Hughes' behaviour was erratic and troublesome, but also that he was a popular figure with the public. Since Hughes' dismissal from Cabinet would look badly on the government, the Prime Minister allowed him another chance. But in September 1916, Hughes disregarded the Prime Minister's explicit instructions, who immediately gave the duties of Minister of Militia and Defence to two other ministers. When Hughes protested angrily to Borden, he received a letter demanding his resignation. In the letter, Borden wrote:*

*"You must surely realize that I cannot retain in the government a colleague who has addressed to me such a communication. I regret that you have thus imposed upon me the disagreeable duty of requesting your resignation as Minister of Militia and Defence."*

(Adapted from: *Canada's Prime Ministers, 1867 - 1994: Biographies and Anecdotes*. [Ottawa]: National Archives of Canada, [1994]. 40 p.)

The Prime Minister controls the organization of government and makes a wide range of appointments including judges, ambassadors and many other senior public servants. A typical day for the Prime Minister can include answering questions in the House of Commons during Question Period, meeting official foreign delegations to Ottawa, attending Cabinet meetings, seeing to correspondence as well as representing the needs of his or her home riding. The Prime Minister also spends time meeting Canadians across the country as well as travelling overseas to represent Canada's views while meeting with other world leaders.

For decisions not made officially by the Prime Minister, he or she advises the Governor General on, for example, when to dissolve Parliament and when to call an election, or on appointments of individuals to the positions of Chief Justice of the Supreme Court of Canada, Lieutenant Governors and positions within the Cabinet and Privy Council.

The **Cabinet** is the most powerful part of government. Its chairperson is the Prime Minister and its members are the ministers in charge of government departments (Finance, Health, Agriculture, etc.). Cabinet Ministers are members of the governing party and elected members of the House of Commons (or, more rarely, Senators). The Prime Minister also chooses Ministers with an eye to building a team that broadly reflects Canadian society with diversity in terms of region, language, gender, and background. By tradition, every province has at least one Cabinet Minister. It is in Cabinet that ministers discuss legislation, prepare policies, plan parliamentary strategy, and generally decide government policy.

The **Speaker of the House of Commons** is a Member of the House and is elected by all Members by secret ballot before a new Parliament opens. The **Speaker of the Senate** is appointed by the Governor General on the advice of the Prime Minister. The role of both Speakers is to ensure that fairness prevails in the House of Commons and the Senate. The Speaker aims to make the rules of Parliament apply equally to all Members and Senators, from the Prime Minister to a backbench member of the smallest Opposition party.

#### Snapshot:

*Cairine Reay Mackay Wilson was appointed as the country's first woman Senator in 1930 by Prime Minister King only four months after the ruling in the "Persons Case", in which the legal definition of the term "person" was changed so that women were no longer barred from public office or full participation in the affairs of State. As a Senator, Mrs. Wilson championed issues such as divorce and immigration and was unafraid to take a stance contrary to the Prime Minister's. Her concern for refugees was marked by personal acts of kindness in addition to her service as president of the League of Nations Society of Canada. She became Canada's first woman delegate to the United Nations General Assembly in 1949, first woman to chair a Senate Standing Committee (Immigration and Labour) and chairperson of the Canadian National Committee on Refugees.*

(Source: National Library of Canada's *Celebrating Women's Achievements*. <http://www.nlc-bnc.ca/2/12/h12-277e.html>)

**Senators**, like Members of Parliament, represent Canadians from their home region. While the House of Commons represents Canadians on the basis of population, the Senate's role is to ensure that regional, provincial, and minority interests are taken into account by Parliament. Today, the Senate has 105 seats. (For a breakdown of regional Senate seats, please refer to the booklet *The Senate Today*, included in this binder.)

As public figures and representatives, Senators have many responsibilities. They participate in debates within the Senate on legislation and issues of national importance, sit on committees for the approval or amending of legislation, examine questions of government policy, and study government spending proposals.

Senators also travel across the country to meet with and discuss pertinent issues with Canadians. (For further information on Senators' roles as legislators, please see the Info Box entitled *Setting the Rules: How We Make and Enforce Laws*.)

**Backbenchers** are elected Members of the House of Commons whose job includes representing the constituents from their riding and supporting the leadership of their respective parties in the House of Commons. Many backbenchers participate on committees and introduce Private Members' bills.

**Snapshot:**

*The results of the 1925 federal election produced no clear majority in the House of Commons, which is an infrequent occurrence. Governor General Byng called upon William Lyon Mackenzie King to form a government, as Byng believed that the Liberals under the leadership of Mackenzie King could secure the support of a majority of Members of Parliament. When the Liberals lost the confidence of the majority eight months later, Mackenzie King asked Byng to call for a new election; Byng refused, because the Members were still debating a motion of censure against the government, and Mackenzie King resigned. The Governor General then called upon Arthur Meighen, the leader of the Conservatives, to form a new government. It was only after Meighen's government in turn lost the confidence of a majority of Members of Parliament that Byng dissolved Parliament and called for a new election.*

The **Governor General** is appointed by the Sovereign on the Prime Minister's recommendation and is the representative of the Crown at the federal level. He or she holds the constitutional rights of Head of State and is responsible, on the advice of the Prime Minister, for calling Parliament into session, proroguing it (ending a session) and dissolving it before elections. The Governor General has exclusive power to appoint the Prime Minister, and normally chooses the leader of the party with the most seats in the House of Commons. If there is no clear majority, the Governor General must exercise his or her discretion in calling on a party leader who would be able to command the support of most Members of Parliament.

The Governor General reads the *Speech from the Throne*, opening Parliament and setting out the Government's vision for the country with the policies and actions it plans to take. The Governor General is also the Commander-in-Chief of Canada and encourages excellence and dedication in the Canadian Forces. He or she promotes Canadian sovereignty both within Canada and overseas. When traveling across Canada, the Governor General participates in cultural and community events, recognizes outstanding achievements, and encourages Canadians to be proud of their country.

Canada's ten **Lieutenant Governors** are the Crown's representatives within the provinces and their provincial responsibilities somewhat mirror those federal responsibilities of the Governor General. They symbolize their province's equal status within Confederation and lend the prestige of their offices to worthy causes such as the promotion of provincial unity, identity and pride.

Canada's three territories have **Territorial Commissioners** whose duties are similar to those of Lieutenant Governors, but they represent the federal government instead of the Crown. They are appointed by the federal government and act under instructions from the Minister of Indian and Northern Affairs. More recently, however, greater executive power is being held by territorial Premiers and Cabinets, and the Territorial Commissioner's role is becoming more ceremonial and advisory.





# Activity 6

## THE NAME GAME

### Objectives

To become familiar with:

- the many ways we commemorate the contributions of prominent Canadians in our daily lives; and
- the history of and associations between place names in Canada and Canadian institutions.

### Directions

1. Over generations, Canada's political leaders have been commemorated in a variety of ways. For example, Prime Minister Sir Wilfrid Laurier appears on the five dollar bill, Prime Minister John A. Macdonald appears on the ten dollar bill and William Lyon Mackenzie King had a comic book created about him in 1942 entitled the King of Canada! Many Canadians and visitors to Canada have little idea how places, streets, parks and institutions get their names. Many schools, for instance, are named after prominent men and women who have participated in Canadian government and helped shape our lives today. Have the group find out which well-known Canadian icons, places, landmarks, and institutions are named after prominent politicians.

Here are some examples. Have the group research the origins of these and others as a short exercise;

**\*The Stanley Cup**—In 1893, Lord Stanley (Governor General from 1880-1893) gave Canada a treasured national icon—the Stanley Cup. He originally donated the trophy as an award for Canada's top-ranking amateur hockey club. Then in 1926, the National Hockey League adopted the Stanley Cup as the championship prize in professional hockey.

**\*In Newfoundland and Labrador, the MV Joseph and Clara Smallwood Ferry** was commissioned in 1990 to run between the island and the mainland. Joseph Smallwood was Premier of Newfoundland and worked to bring Newfoundland into Confederation in 1949.

**\*The Lester B. Pearson College of the Pacific**, on Vancouver Island, was named as a memorial to the late Prime Minister and winner of the Nobel Peace Prize. In the spirit of Pearson, the college promotes international understanding by bringing students from different cultures and countries together to study how to serve the community.

2. As a second exercise, have users list as many schools, streets, parks, community centres, and other places named for local, provincial, territorial, or federal politicians as they can think of in a given amount of time. This could lead into a discussion of the role these people have played in the community.

Here are some examples from communities across the country:

**\*Osgoode Hall** of the University of Toronto Campus is named after the Honourable William Osgoode, (1754-1824), the first Chief Justice of Upper Canada.

**\*Maison Thérèse-Casgrain**, a halfway house for women in Montréal, is named after Thérèse Casgrain, a Quebec suffragist who became the first woman party leader in Canada when she was chosen leader of the Quebec Social Democratic Party in 1951, and was later appointed to the Senate.

### Suggested Sources:

*The Canadian Encyclopedia* at <http://www.canadianencyclopedia.ca/> as well as other resources.

## ACTIVITY 6: THE NAME GAME (Cont.)

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\*The **Gardiner Dam** on the Saskatchewan River was named after Jimmy Gardiner, who was Premier of Saskatchewan and a prominent Minister of Agriculture under Prime Minister Mackenzie King.

\*Named for former BC Premier Ernest Manning, **Manning Park** is both a park in the mountains of southern British Columbia and a town on the east side of the park.

### 3. Prominent Canadians:

It is likely that there will be some names of prominent Canadians that are not politicians appearing on the groups list(s). This can lead to a discussion about how these prominent Canadians have contributed to their country and the world. Using atlases, and city maps, find cities, towns, streets, and other places named after prominent Canadians.

Here are some examples of places named after prominent Canadians:

\***Dawson City** in the Yukon was named after George M. Dawson, Director of the Geological Survey of Canada, who explored the region in 1887.

\***AY Jackson** (1882-1974), a famous Canadian painter and a member of the Group of Seven, has at least two high schools named after him; one in Ottawa and one in Toronto.

\*Norman Bethune (1890-1939), born in Gravenhurst, Ontario, was a brilliant surgeon, the inventor of the mobile blood transfusion unit and the rib shears and a true humanitarian who saved countless lives. **Bethune Drive** in Gravenhurst is named after him. There is also a Norman Bethune University in China!

# Activity 7

## POLITICAL POWER PLAY

### Objectives

To become familiar with:

- the hierarchy and interrelationships of power in Canada's system of government;
- the branches of government, the names and faces of important roles in governing Canada, its provinces and territories; and
- the multiple functions and sub-groups of some elements of government, such as the Prime Minister and the House of Commons.

### Suggested Sources:

The *Guide to the Canadian House of Commons* included in this binder or online at:

<http://www.parl.gc.ca/information/about/process/house/guide/guide-e.htm>;

*The Senate Today* included in this binder;

Info Boxes, reproduced pages from this guide;

*The Canadian Encyclopedia*;

Web sites at the back of this guide;

provincial and territorial government Web sites;

Commissioners of the Territories at [http://www.ainc-inac.gc.ca/ps/nap/comm\\_e.html](http://www.ainc-inac.gc.ca/ps/nap/comm_e.html);

and

Lieutenant Governor Web sites.

### Directions

This activity enhances the users' familiarity with the functions of various elements of government. Use the Power Grid activity sheet which follows as a model for a deck of cards or as a preliminary list for a larger research project. A further grid, similar in style to the Power Grid, could also be created to examine the responsibilities of various individuals and elements of government.

#### 1. Card Game

Using the Power Grid activity sheet, create a deck of cards. Use these cards in a variety of ways (using one approach or a combination of several, depending on time and suitability) to reinforce the functions and/or responsibilities of various elements of government.

*Suggestions:*

- Individuals can quiz each other, e.g. ask "Who is the Head of State?" "What is the difference between the executive and the legislative branches of government?"
- Remove the answers from either the Elements or the Functions columns from the Power Grid. Without access to the cards, how much of the empty column can users complete?
- Scan or download photos of the current Governor General, Prime Minister, and other notable figures and ask users to match them to the correct cards.
- If any of the group are talented artists or caricaturists, encourage them to produce original illustrations for their deck.

#### 2. Mini-Research Assignment

Ask individuals or groups of users (depending on time or level of users) to become "experts" on any of these given areas and make a presentation to the class (posters, presentations, role playing). While listening, the rest of the group can elaborate on the Power Grid.





# Activity Sheet

## THE POWER GRID

ELEMENT	FUNCTION
Executive Branch	
Legislative Branch	
Judicial Branch	
Monarch (Queen or King)	
Governor General	
Prime Minister	
Cabinet	
Senate	
House of Commons	
Government/Party in Power	
Leader of the Official Opposition	
Opposition Members	
Supreme Court of Canada	
Federal Court of Canada	
Provincial Courts	

## Answer Sheet: THE POWER GRID

ELEMENT	FUNCTION
Executive Branch	carries out the nation's laws
Legislative Branch	makes the nation's laws
Judicial Branch	interprets the nation's laws
Monarch (Queen or King)	Head of State
Governor General	fulfills the role of Head of State; carries out the Monarch's responsibilities
Prime Minister	Head of Party (or coalition of parties) with the most members in the House of Commons
Cabinet	suggests federal laws; advises the Head of State as the Privy Council for Canada
Senate	Upper Chamber of law-making branch; appointed
House of Commons	Lower Chamber of law-making branch; elected
Government/Party in Power	largest group of elected members from the same political party
Leader of the Official Opposition	usually the leader of the party with the second-highest number of seats in the House of Commons
Opposition Members	all elected Members of Parliament not part of the governing party
Supreme Court of Canada	general court of appeal for Canada
Federal Court of Canada	court dealing with certain matters under federal jurisdiction, and court of appeals for territorial tribunals and for decisions of federal commissions, boards and tribunals
Provincial Courts	general administration of civil and criminal law

## SETTING THE RULES: HOW WE MAKE AND ENFORCE LAWS

### Parliament

Parliament's job is to make laws and to watch over the executive branch. It also serves as the nation's debating chamber, encouraging the free exchange and discussion of ideas. The rules of Parliament guarantee the right of opposition members to criticize the governing party. Through review and discussion, members of Parliament continually challenge and test the Government's policies and help to identify the best course of action for the country.

The liveliest part of the day in the House of Commons is usually the 45 minutes called Question Period when members (mostly from opposition parties) question the Prime Minister and Cabinet ministers concerning the Government's actions and policies. In the Senate, questions are asked of the leader of the Government in the Senate. Question Period plays an important role in keeping the Government responsible and responsive to Canadians. The Leader of the Official Opposition (or his or her deputy) always asks the first question.

Much of the business of Parliament involves the consideration and passage of bills, the term used for proposed laws. Both members of the Senate and the House of Commons can propose laws. However, if they involve spending public money or imposing taxes, draft laws can only be initiated in the House of Commons.

A bill goes through the following steps on its way to becoming law:

**First reading:** The bill is introduced and read a first time in either the House of Commons or the Senate, and then printed up for study.

**Second reading:** Members debate and vote on the principle of the bill. The bill is usually referred to a committee (of 7 to 15 members), or to the Committee of the Whole (that includes all the members of the House or the Senate). Political parties are represented on committees in proportion to their numbers of seats.

**Consideration in Committee:** Committee members study the bill clause by clause. They may summon witnesses and experts to provide information on the bill and develop amendments (changes).

**Report Stage:** The Committee reports on the bill, clearly indicating any proposed amendments. Additional amendments may be proposed at this stage. The House considers the amendments and votes for or against them.

**Third Reading:** The bill is debated and voted on in its final form.

Once a bill initiated in the House of Commons has been through three readings, it is then sent to the Senate to be read, debated, and possibly amended, in a similar process. If the Senate amends the bill, then it must be returned to the House for debate and a vote.

Bills that are introduced in the Senate go through a similar process, first in the Senate, then in the House of Commons.

When the same version of a bill has been passed by both the House and the Senate, it is ready for Royal Assent. Royal Assent is normally given by the Governor General or, in the Governor General's absence, by his or her deputy (usually a judge of the Supreme Court). Upon receiving Royal Assent, the Bill becomes an Act of



Parliament and is then considered law. Following Royal Assent, the law must then be called into force before the judiciary can enforce it. There are three ways a law comes into force: upon Royal Assent; on a specific date as set in the Bill; or, by a date to be set by an Order in Council.

### Judiciary

Canada's laws, once they have been given Royal Assent, are enforced by our courts. In all criminal cases, the interests of the people of Canada are represented by the *Crown*. For example, *R. v. Smith* means "Regina" or "Rex" versus Smith, Smith being the person accused of committing a crime; Regina meaning Queen; and Rex meaning King. As well, the prosecution is referred to as "the Crown" in Canada's courts.

The Supreme Court of Canada is the highest court in the land. It is the final court of appeal, at the top of Canada's justice system. The Supreme Court considers civil, criminal and constitutional cases, but normally only after the cases have already been heard in the appropriate federal, provincial or territorial courts.

Nine judges make up the Supreme Court, which is led by the Chief Justice. All Supreme Court justices are appointed by the federal government. Three of the judges must come from the Quebec Bar. By tradition, three others come from Ontario, two from western Canada and one from the Atlantic provinces. Any Canadian can have his or her case heard by the Supreme Court, but only after being granted "leave" to do so by the court. Leave is granted for cases involving a matter of public importance, a significant question of law, or a law or principle concerning Canada's Constitution.

The Federal Court of Canada hears claims by or against the federal government. It also decides on matters relating to maritime law (law of the sea), copyright, patent and trademark law, federal taxation laws, interprovincial transportation and communication, and aeronautics, among others. It also acts as a court of appeals for territorial courts, decisions of federal boards and commissions, and for the Tax Court of Canada.

As well, there are Supreme or Superior Courts, Courts of the Queen's Bench, and Courts of Appeal at the provincial and territorial levels.

All federally appointed judges must be lawyers with at least 10 years of experience, approved by *ad hoc* advisory committees, and confirmed by the federal Cabinet. Canada's judges are independent, financially and politically, a principle which is guaranteed in our Constitution.

*See also the "Guide to the Canadian House of Commons," in particular the sections on "Making Canada's Laws" and "The Senate."*

# Activity 8

## JUDGING YOUR RIGHTS

### Objectives

To become familiar with:

- the powers of the Supreme Court;
- the *Charter of Rights and Freedoms*, how it has affected the laws of Canada overall, and how it has affected the lives of individual Canadians; and
- how the powers of the Supreme Court have been changed by the *Charter*, particularly in the area of criminal law.

### Suggested Sources:

[http://canada.justice.gc.ca/loireg/carte/const\\_en.html](http://canada.justice.gc.ca/loireg/carte/const_en.html) for many versions.

Information on the Magna Carta, [http://www.archives.gov/exhibit\\_hall/featured\\_documents/magna\\_carta/magna\\_carta.html](http://www.archives.gov/exhibit_hall/featured_documents/magna_carta/magna_carta.html);

<http://www.law-faqs.org/nat/char.htm>; and

The Supreme Court's Statistics Report can be downloaded in PDF format from [http://www.scc-csc.gc.ca/information/statistics/index\\_e.html](http://www.scc-csc.gc.ca/information/statistics/index_e.html).

### Directions

1. Make enough copies of the *Canadian Charter of Rights and Freedoms* for each member of the group. There are many versions which you can download from the Internet.
2. Discuss the opening sentence of the *Charter* ("Whereas Canada is founded..."). The "rule of law" refers to the long evolution of our laws, which have their roots in Roman Law and English Law. In particular, the English *Magna Carta* ("Great Charter") of 1215 established, almost 800 years ago, that even the ruler of the nation has to obey its laws. No person or group is "above" the law in our society.
3. List the subjects into which the *Charter* is divided, clarifying any terminology that users might find difficult.

Fundamental Freedoms

Democratic Rights

Mobility Rights

Legal Rights

Official Languages of Canada

Minority Language Educational Rights

Enforcement

General

Application of the *Charter*

*Note: The Charter is subdivided into 34 Sections, some of which are broken down into even shorter sections.*

4. If appropriate for the level of the group, discuss the *Charter's* direct impact on criminal law. For example, how does it affect the:
  - investigation of a crime
  - procedural fairness at trial
  - decisions about the use of evidence
  - sentencing of convicted individuals
  - use of criminal laws that contradict rights listed in the *Charter* (the "notwithstanding" clauses)

*Note: The Charter's effect has been enormous. The Supreme Court has made hundreds of landmark rulings based on it since 1982, especially due to Sections 2, 7 to 15, and 24.*
5. Make copies of the *Judging Your Rights* activity sheet. Have users answer the questions following each case summary. Brief answers are given after the activity sheet.

## ACTIVITY 8: JUDGING YOUR RIGHTS (Cont.)

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6. You may wish to have an advanced group, individually or in pairs, invent or find cases in the news in which a Canadian's rights may or may not have been infringed upon. To make sure they study the *Charter* thoroughly, assign a section or subsection to each individual or pair. They should also predict or find out the outcome of the cases, based on the *Charter*. These can be presented to the class in a variety of ways:
  - a) Each case is printed on a piece of paper. The case is passed around the group, and each individual or pair has to make a "ruling" on the case, and record it. Everyone rules on everyone else's cases and records their decisions. These decisions can be presented orally, in discussion, or on paper.
  - b) Each case is presented orally and discussed in small groups or the group as a whole. When the discussion is complete, the ruling is "revealed."

# Activity Sheet

## JUDGING YOUR RIGHTS

The *Canadian Charter of Rights and Freedoms*, commonly known as the *Charter*, is a vitally important document contained in the *Constitution Act, 1982*. It guarantees to all Canadians the right to liberty, equality under the law, and freedom of religion, expression, association, and peaceful assembly, among other things. It is the supreme law of the land. This means that, normally, it takes priority over any federal or provincial law. Therefore, if any legislation, either provincial or federal, conflicts with the rights guaranteed in the *Charter*, it must be revised appropriately or it is likely to be struck down by the courts.

1. A sick baby needs an operation that will require a blood transfusion. Her parents will not authorize the transfusion, because it goes against their religion.

*Which sections of the Charter apply to either the child's or the parents' rights in this situation?*

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2. A TV camera crew videotapes people breaking into a government building and damaging it, and shows it on the evening news. The police get a warrant to search the TV station and seize the tapes. The TV station argues that this is an unreasonable search and that the police should have used other methods to get the information they needed.

*What section of the Charter deals with this issue? Who do you think won this case, and why?*

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## ACTIVITY SHEET: JUDGING YOUR RIGHTS (Cont.)

3. Victims of a burglary spot a group of three young men drinking in a back yard, two of whom match a witness' description of the men who stole their television. They call the police. The officer asks the two men to sit in the back of the police car and answer questions. The police officer asks one of the young men to just tell him where the TV set is. One of the men spontaneously answers, incriminating himself. The two men are given the customary caution and told they have a right to counsel. Back at the police station, both men admit to having been involved in the break-and-enter, and the television is found at one man's home with both their fingerprints on it.

*Did the police violate any of the burglars' rights under the Charter, making the evidence inadmissible (useless) to the courts?*

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4. Two gay men, who have been living together for decades, reach retirement age. One of the men has considerable pension benefits and thinks his partner should have the same access to these benefits as a wife would.

*Does any section of the Charter support this claim?*

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5. A francophone is stopped for speeding in Alberta and criminal charges are laid against him. He insists on having all legal proceedings—including cautions, interrogations, his trial and appeal—conducted in French and will not merely accept the services of a translator.

*Does he have the right to insist the proceedings be conducted in French?*

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## Answer Sheet: JUDGING YOUR RIGHTS

Note: Detailed information about all of these cases can be found at: <http://canada.justice.gc.ca/en/dept/pub/ccrdd/tableofcases.htm#A> and <http://www.lexum.umontreal.ca/csc-scc/en/index.html>. The first site lists cases that were affected by the Charter; the second gives a full description of cases from 1985 onward, including the Supreme Court Justices' comments.

1. Two in particular apply in this situation. Under Section 2, the parents have the right to freedom of conscience and religion. On the other hand, under Section 7, the child has the right to life, liberty and security of the person, and the right not to be deprived thereof except in accordance with the principles of fundamental justice. The child was temporarily taken into care by the Children's Aid Society for the period of medical treatment, a decision which the parents appealed. The ruling of the Supreme Court went in favour of the parents' rights to appeal. (*B. (R.) v. Children's Aid Society*, 1995)
2. Although the TV station's case was weakened by the fact that they'd shown the tapes, the final ruling was in their favour. Section 8 prevents "unreasonable search and seizure," and Section 2(b) guarantees the "freedom of the press." Traditionally, the press are allowed to protect their information so that they do not become an arm of the police. (See *Canadian Broadcasting System v. Lessard*, 1991)
3. Yes, the police violated Section 9 by "arbitrarily detaining" the two men in the car. So, according to Section 24 (2) all the evidence the police got from this detention — the confession, finding the TV set, the fingerprints — was improperly obtained. In a similar case, the men's appeal was allowed, but a new trial was ordered in which they were convicted. (See *R. v. Duguay and Seigny*, 1989).
4. The focus of these kinds of cases is on Section 15, which guarantees equality without discrimination based on (among other things) sex. As well, this Section does not prevent any laws being made that improve conditions for people who are suffering under racial, sexual and other forms of discrimination. Some of these cases have not extended full spousal benefits in same-sex relationships, because they do not fit society's definition of marriage and therefore are not granted the protection we give heterosexual couples and by extension, their children. This case was tried before the Federal Court, because the pension in question belonged to a federal civil servant and so the claim was against the federal government. (See *Egan v. Canada*, 1995).
5. Several sections of the *Charter* apply to this case. Section 7 guarantees him the right to "fundamental justice," but the more important sections are 14, 16, 17, 18, 19, and 20 which guarantee him his right to services and to communicate in French in institutions and courts of the government of Canada. Since he is charged with a criminal offence, and criminal law is under federal jurisdiction, he has the right to have legal proceedings conducted in French. (See *R. c. Mercure*, 1988.)



## ABORIGINAL SELF-GOVERNMENT AT A GLANCE

The term “Aboriginal people” is a collective name for the original peoples of Canada and their descendants. *The Constitution Act, 1982* refers to three specific groups of Aboriginal peoples with their own unique heritages, languages, cultural practices and spiritual beliefs, namely Indians (Status and Non-status), Inuit and Métis. Since the 1970s, the term “First Nations” has gradually replaced “Indians” in everyday language.

Historically, colonial policies affected Aboriginal governments’ authority. At first, colonial governments signed treaties to ensure friendship between Aboriginal peoples and Europeans so that they could share lands and resources. However, colonial governments, and (after 1867) the Government of Canada, gradually passed laws, such as the *Indian Act*, encouraging Aboriginal peoples to adopt the social and political ways of the mainstream, non-Aboriginal population. As a result, these laws threatened traditional Aboriginal lifestyles.

Treaties include those agreements made between 1701 and 1923, as well as modern-day treaties known as comprehensive land claim settlements. Treaty rights which existed in 1982, as well as those which arose afterwards, are both recognized and affirmed by Canada’s Constitution. Comprehensive land claim settlements deal with Aboriginal rights which have not been previously addressed by treaties or other legal means—the first of these modern day treaties was the *James Bay and Northern Quebec Agreement* (1975). In 1998, the governments of Canada, British Columbia, and the Nisga’a Nation signed the *Nisga’a Final Agreement*. The treaty recognizes Nisga’a Lands and contains self-government provisions. On May 11, 2000, the treaty went into effect, marking the end of a 113-year quest. Comprehensive claims continue to be settled between the federal government and Aboriginal people in Canada. The implementation of self-government through negotiated agreements is built upon the relationship already established through past treaties. Treaties and land claim settlements vary in each province and territory. Comprehensive information is available from Indian and Northern Affairs Canada or through the resources listed at the back of this binder.

Aboriginal leaders have strived to help their people regain their rightful place in the Canadian federation, and to have recognized the right to govern themselves and to enter into partnerships with the federal and provincial/territorial governments and other partners, including the private sector.

In August 1995, the federal government undertook a process to negotiate practical arrangements to make Aboriginal self-government a reality. This process is based on the idea that the inherent right of Aboriginal self-government already exists in the Canadian Constitution. Further attempts such as the *First Nations Governance Initiative* aim to grant Aboriginal groups the power to shape their own forms of government to suit their particular historical, cultural, political and economic circumstances. This will be done through the development of stronger fiscal powers, settlements to land claims and the transferring of power to Aboriginal peoples to manage their land. As it stands now, Aboriginal peoples are able to elect Chiefs and band councils which have the ability to make decisions and enact by-laws in only a limited number of areas, on behalf of the people.



Self-government is about building self-reliance and establishing a new relationship between Aboriginal peoples and all levels of government within Canada, based on mutual understanding and trust. It means that Aboriginal peoples will be able to take more responsibility and control over decisions affecting their own lives and communities than they have now. It means that Aboriginal peoples will be able to make their own laws in some areas, make choices about how to spend money, deliver their own programs and services (like education) to their people, and more easily build partnerships with others to pursue economic development opportunities.

It also means that Aboriginal governments will be more accountable to their own people for the decisions they make, but it does not mean that they will operate as independent countries. For example, the Canadian Constitution and the *Charter of Rights and Freedoms* will apply to Aboriginal governments. Federal and provincial/territorial laws will also continue to apply, with federal and provincial/territorial laws of overriding importance, such as the Criminal Code, prevailing over other laws in case of disagreement.

In general, self-government is about all levels of government (Aboriginal, municipal, provincial/territorial, and federal) working together as partners to ensure that all Canadians have equal access to the services and opportunities to which they are entitled.

*Adapted from The Learning Circle: Classroom Activities on First Nations in Canada, Ages 12 to 14 and Treaties with Aboriginal People in Canada. Indian and Northern Affairs Canada. Copies are available through the Department or on its Web site at <http://www.inac.gc.ca>.*

# Activity 9

## ABORIGINAL SELF-GOVERNMENT: THEN AND NOW

### Objectives

To become familiar with:

- Aboriginal self-government in Canada, from before the arrival of Europeans to present day developments; and
- the meaning of self-government to Aboriginal peoples in users' regions and across Canada.

### Directions

1.
  - a) In small groups, have users research First Nations or Inuit communities from before Europeans settled the country. Have them choose two different nations or Inuit communities from the region in which they live or elsewhere in Canada. Using the resources listed at the back of this guide or others from your area (for example, Friendship Centres or National Councils), research the traditional form of government used by each group.
  - b) Next, compare the two systems of government and have users list the main differences that exist between the two systems. Why do they think the priorities and values of one culture are different from another? Compare these specific elements to Canada's present-day system. Are there any similarities? Has one type of government influenced the other? If so, in what ways? If not, why not?
2.
  - a) Have users, as one group, research a local or regional Aboriginal system of government as it functioned before the arrival of Europeans to Canada. Next, research current developments in the area of self-government generally, how it has changed in the last 10 years, and how local or regional organizations and/or councils see it evolving in the next 10 years. (Use the list of organizations and councils in the *Additional Resources* section of this guide if you require assistance.) Finally, have users compile this information in order to develop their own "Aboriginal Self-Government: Then and Now" chart. As background, have the users read or listen to the *Declaration of the First Nations* which was adopted by all of the First Nations in Canada at a conference of the Assembly of First Nations in 1980.
  - b) *Enrichment:* Invite a guest to speak to the rest of the group about self-government for their people in your region. An Aboriginal person in the group could ask a relative, family friend or other acquaintance to speak to the group. Otherwise, extend an invitation to your local Friendship Centre, National Council or other First Nations, Métis, or Inuit organizations in your area. The group should offer a gift of thanks, preferably one that they have created themselves, to honour the speaker after the presentation.



# Activity Sheet

## ABORIGINAL SELF-GOVERNMENT: THEN AND NOW

### **Declaration of the First Nations**

“We the Original Peoples of this Land know the Creator put us here.

The Creator has given us Laws that govern all our relationships to live in harmony with nature and mankind.

The Laws of the Creator defined our rights and responsibilities.

The Creator gave us our spiritual beliefs, our languages, our cultures, and a place on Mother Earth that provided us with all our needs.

We have maintained our freedom, our languages, and our traditions from time immemorial.

We continue to exercise the rights and fulfill the responsibilities and obligations given to us by the Creator for the land upon which we were placed.

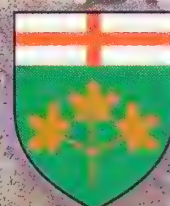
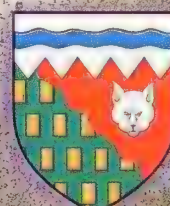
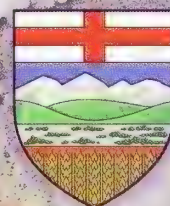
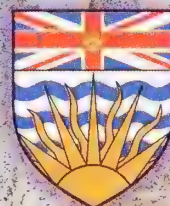
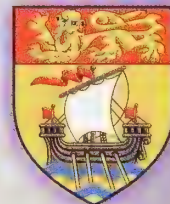
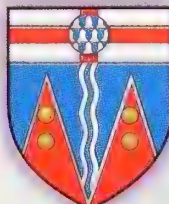
The Creator has given us the right to govern ourselves and right to self-determination.

The rights and responsibilities given to us by the Creator cannot be altered or taken away by any other Nation.”





# Government at Large







## THE COMMONWEALTH AND LA FRANCOPHONIE

Canada has been an active member in two important international organizations since their beginnings, the Commonwealth and La Francophonie. The two associations have many similarities: each includes developing and developed countries; former colonies of the British and French empires, and the same general goals of mutual assistance, co-operation and development in a wide range of fields. There are significant differences as well. Since the Commonwealth's inception predates La Francophonie by almost a century, it is larger, more complex, and more formal in its organization, holding biannual summit meetings of all the member nations' heads of state and government. La Francophonie, however, has been evolving rapidly, with over 50 members and an ever-growing network of associations and events such as the Jeux de la Francophonie.

### The Commonwealth

The Commonwealth is a unique family of 53 member countries around the world sharing many common interests. From Africa to India, from Pacific shores to the Caribbean, the Commonwealth's 1.6 billion people make up a quarter of the world's population. The modern Commonwealth evolved out of Britain's imperial past; with a common working language and similar systems of law, public administration and education, today it promotes democracy, human rights, sustainable economic and social development and many other endeavours among its growing association of states in the modern world.

In 1867, Canada became the first colony to be transformed into a self-governing "Dominion;" a status which came to imply equality with Britain. In Australia in 1884, Lord Rosebery, a British politician, was the first to call this changing empire a "Commonwealth of Nations." In turn, other parts of the empire followed suit: Australia became a Dominion in 1900, New Zealand in 1907, South Africa in 1910 and the Irish Free State in 1921. The important contribution of the Dominions to the First World War led to their increasing autonomy in world affairs.

Over the next decades, the Commonwealth evolved into a freely associated group of autonomous communities, equal in status, united by their allegiance to the Crown. Meanwhile, many groups laid the foundation for today's "unofficial Commonwealth" of professional associations and non-governmental organizations (NGOs). In 1930, the first Empire (later Commonwealth) Games were held. World War II and its aftermath changed the modern world and the British Commonwealth, marking its transition to a multiracial association of sovereign and equal states. That process began with India and Pakistan's independence in 1947. India wanted to become a republic yet remain in the Commonwealth, so the principal criteria of Commonwealth membership were revised. All members, whether they have a republican form of government or constitutional monarchy, agreed to recognize the Sovereign of the United Kingdom as the "symbol of their free association and thus Head of the Commonwealth." At the same time, the word "British" was dropped from the association's title to reflect the Commonwealth's new reality.

Committed to racial equality and national sovereignty, the Commonwealth became a natural association of choice for many new nations emerging out of decolonisation in the 1950s and 1960s. Ghana achieved independence in 1957 and became the first majority-ruled African member. From 1960 onwards, the Commonwealth expanded rapidly with new members from Africa, the Caribbean, the Mediterranean and the Pacific. Of these zones, it is interesting to note that Canada belongs to the Caribbean!



## La Francophonie

“Francophonie” is a term that has two main meanings. First, it refers to all the peoples and communities throughout the world who have French as their maternal or common language.

Its second meaning, referring to a multilateral, international association promoting special ties among French speakers, is relatively recent. Several private associations began to appear shortly after World War II, such as the *Fédération internationale de la presse de langue française* (Paris, 1948), the *Association des universités partiellement ou entièrement de langue française* (Montréal, 1961) and the *Institut international de droit d'expression française* (1964). The number of these associations continue to grow; currently over 50 international French-language federations, communities, academies, associations and institutes are co-operating in many different fields.

The formal international association we now refer to as La Francophonie, similar in structure and purpose to the Commonwealth, developed in the late 1960s. A permanent body was formed in 1970, when ministerial delegates from 21 countries met in Niamey, Niger, to found the *Agence de coopération culturelle et technique* (ACCT), an international organization devoted to multilateral governmental co-operation. The first full-fledged meeting of the ACCT was held in Paris in 1986. In 1987, delegations from nearly forty members and non-member nations met in Québec City. Besides Canada's national membership, two provinces, Quebec and New Brunswick, also have the status of participating governments.

Today, the interests and activities of La Francophonie range from encouraging co-operation in international policy—primarily in the areas of maintaining and promoting peace and human rights—to actively working for higher standards in education through system reforms and literacy programs. La Francophonie is engaged in economic development projects throughout the French-speaking world and is active in promoting cultural diversity. The organization also runs an international sporting event for French-speaking nations, the *Jeux de la Francophonie*, which is comparable to the Commonwealth Games.

# Activity 10

## CANADA IN THE WORLD

### Objectives

To become familiar with:

- the history, culture and government of Commonwealth and La Francophonie nations;
- the similarities and differences between Canada, other Commonwealth members and other members of La Francophonie; and
- the reasons for and the history of La Francophonie and the Commonwealth.

*(Note: You may wish to schedule your Luncheon during Celebrate Canada! from June 21<sup>st</sup> to July 1<sup>st</sup> (which encompasses National Aboriginal Day on June 21<sup>st</sup>, St-Jean Baptiste Day on June 24<sup>th</sup>, Canadian Multiculturalism Day on June 27<sup>th</sup> and Canada Day on July 1<sup>st</sup>), on Commonwealth Day, which falls on the second Monday of March, the International Day for the Elimination of Racial Discrimination, on March 21<sup>st</sup>, March 20<sup>th</sup>, Journée internationale de la francophonie, or in conjunction with a similarly significant date.)*

### Directions

1. Assign one or two of the more than 50 member countries of the Commonwealth or La Francophonie to each individual (see Additional Resources for lists). Have users research the following information: (Note: You may wish to make copies of the Canada in the World activity sheet for users to organize their research.)
  - the years in which they joined (or rejoined!) the Commonwealth or La Francophonie
  - their constitutional status: realm, monarchy, republic, etc.
  - basic information about the country's history and culture
  - basic statistics about the country's current economic and political situation
  - why this country remains in the Commonwealth or La Francophonie: economic reasons, continuity, alliances, etc.
2. Have the group compose a letter to an individual of their age in that country. Ask him or her when and if he or she has studied their system of government and what they know about it. Do they think it works well? What changes would they and/or their parents like, if any? You may wish to actually send the letters, after reading and approving them. An excellent site for addresses for schools around the world can be found at: <http://web66.coled.umn.edu/schools.html>.
3. Plan a Commonwealth Luncheon/Fête de la Francophonie:
  - a) Have each individual bring a dish or drink typical of the cuisine of the country they researched. Be careful of food allergies, and encourage reasonable substitutions of hard-to-get or expensive ingredients.
  - b) Have them download or reproduce a small flag for their country that they can pin to their shoulder.
  - c) Encourage them, if possible, to wear an item of national dress.
  - d) Each individual should also bring enough slips of paper with their country's name printed on the slip to be able to give one to each of the rest of the group.
  - e) At the luncheon, everyone "visits" each of the other countries. If they can figure out which country they're visiting using the flag, the food, any costume clues, plus a yes and no question and answer game (they can ask only questions about the country and its government that require a yes or no answer) the Commonwealth/La Francophonie member awards them a slip. Award points—or extra food!—to the individual with the most slips by the end of the lunch hour.
  - f) You may consider inviting guests. Suggestions: Other staff members, local officials, community members, even your Lieutenant Governor or Commissioner.



# Activity Sheet

## CANADA IN THE WORLD

Find the following information about Canada and your other Commonwealth or La Francophonie country. Sources of Information: "Info Box: The Commonwealth and La Francophonie," print resources such as encyclopedias, the Internet, e.g.:

<http://www.rcscanada.org/>

<http://www.thecommonwealth.org/>

<http://www.francophonie.org/>

<http://www.canadianheritage.gc.ca/francophonie2001/francophonie/francophonie-e.htm>

[http://www.francophonie.org/oif/francophonie/membres/ARTICLES/sy\\_338.html](http://www.francophonie.org/oif/francophonie/membres/ARTICLES/sy_338.html)

[http://www.odci.gov/cia/publications/factbook/fields/government\\_type.html](http://www.odci.gov/cia/publications/factbook/fields/government_type.html)

You might also contact embassies, high commissions and trade commissions of "your" country, or search for its e-mail address online.

Full name of country:

Location: \_\_\_\_\_

Date joined the Commonwealth/La Francophonie: \_\_\_\_\_

Previous history as colony, independent nation, etc.:

\_\_\_\_\_

Current form of government and components:

\_\_\_\_\_

Head of State:

\_\_\_\_\_

Head of Government:

\_\_\_\_\_

Type and size of elected assembly:

\_\_\_\_\_

Elections (Eligible voters, frequency of elections, election procedure, voter turnout, etc.):

\_\_\_\_\_



## ACTIVITY SHEET: CANADA IN THE WORLD (Cont.)

Executive Branch includes (note if elected or appointed):

\_\_\_\_\_

Legislative Branch includes (note if elected or appointed):

Judiciary (Independent, how appointed or elected, court system):

Other similarities with Canada's system of government and law:

Other differences from Canada's system of government and law:

Compose a paragraph explaining the basic differences between Canada's government and the government you studied, focussing on the reasons why the two systems evolved differently.

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## SPOTLIGHT ON CANADA: OUR INTERNATIONAL ACCOMPLISHMENTS

### Peacekeeping

Peacekeeping is an important aspect of Canada's national heritage and a reflection of our fundamental beliefs. It is a concept that responds to changes in the international environment to develop security for people affected by war. Canada builds on our world-renowned peacekeeping tradition to make strong and imaginative contributions to international peace and security.

Peacekeeping is also a significant component of Canada's foreign policy. Over the last 50 years, Canada has participated in an overwhelming majority of peacekeeping missions mandated by the United Nations Security Council, establishing Canada as the international benchmark for peacekeeping.

The term "peacekeeping" did not enter popular use until 1956. The Suez Crisis (1956) prompted Lester B. Pearson, then Canadian Secretary of State for External Affairs, to propose the use of an international peace force under the UN flag. Since that time there have been over 50 United Nations peacekeeping missions.

Traditionally, peacekeeping has been a military activity, but Canadian involvement in international peace support operations has expanded in response to the complex emergencies that we now face. Canadian efforts to support peace include such diverse groups as the Royal Canadian Mounted Police (RCMP) and their provincial and municipal partners, Elections Canada and Correctional Services Canada, and takes place not just through the United Nations but also through regional forums such as the North Atlantic Treaty Organization (NATO), the Organization for Security and Co-operation in Europe (OSCE), and the Organization of African Unity (OAU).

(Adapted from: <http://www.dfait-maeci.gc.ca/peacekeeping/menu-en.asp>)

### Multiculturalism

Canada is internationally recognized as one of the most tolerant, open and democratic countries in the world—a dynamic mosaic of multiculturalism where people live and work together in harmony.

In 1971, Canada was the first country in the world to adopt multiculturalism as an official policy. In doing so, Canada affirmed the value and dignity of all Canadian citizens regardless of their racial or ethnic origins, their language, or their religious affiliation. The 1971 *Multiculturalism Policy of Canada* also confirmed the rights of Aboriginal peoples and the status of Canada's two official languages.

Canadian multiculturalism is fundamental to our belief that all citizens are equal. Multiculturalism ensures that all citizens can keep their identities, can take pride in their heritage and have a sense of belonging. The Canadian experience has shown that multiculturalism encourages racial and ethnic harmony and cross-cultural understanding, and discourages hatred, discrimination and violence.

### Immigration

Over the last 150 years, more than 14 million people have immigrated to Canada. Nearly 16 percent of the more than 30 million people who presently live here are first-generation immigrants.

The reasons why people migrate to Canada are as varied as their cultures. Many come for the social and economic opportunities this country offers them and their families. Some join family already here, while others immigrate to escape from poverty, overpopulation or persecution. Others have been forced to leave their homelands and come to Canada to find safety from environmental disasters, war, or political unrest. By welcoming migrants from diverse backgrounds, we benefit tremendously from their valuable economic, social and cultural contributions.

Canada, the United States, Australia and New Zealand are the only four countries throughout the world with open and planned legal migration programs. Canada's legislation, seen by many as one of the most generous, reflects our strong desire to enhance the country's competitiveness in the global marketplace by increasing our skilled workforce, as well as keeping our commitment to humanitarianism and to families.

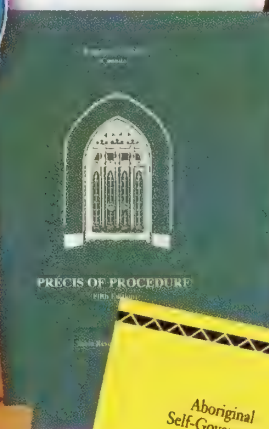
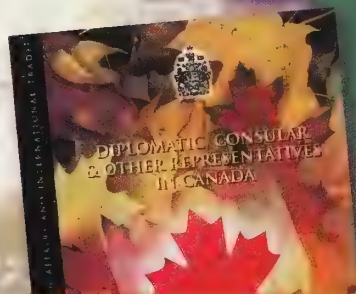
Canada is facing the challenges of an aging population and an economy that depends on industry. Immigration is crucial to Canadian business and accounts for 70 percent of the growth in the labour force. Within the near future, Canada's population growth will likely be due entirely to immigration.

In 1868, Sir John A. Macdonald's government was the first to create a federal-provincial immigration agreement which led to Canada's first Immigration Act in 1869. The legislation has been modified several times over the years in response to changing interests and needs. In January 2002, the *Immigration and Refugee Protection Act (IRPA)* was approved by Parliament. Its three main objectives are: to remain true to Canada's values; to have a more effective immigration system that handles large numbers of applications while providing for the security of Canadians; and to continue our traditions of welcoming visitors and immigrants, and protecting refugees. This law reflects a modern vision of what family is and recognizes common-law couples including those of the same sex. The law also includes provisions to allow easier access to short-term study in Canada for foreign students.

(For more details, visit Citizenship and Immigration Canada's Web site at: <http://www.cic.gc.ca>)



# Additional Resources







*Note: Definitions are adapted from The Canadian Encyclopedia and the Gage Canadian Dictionary, unless otherwise noted.*

**Aboriginal self-government:** The ability of Aboriginal governments to pass laws and make decisions about matters that affect their communities and lands, including the establishment of new governing structures and institutions, in partnership with all levels of government in Canada.

**Censure:** An official expression of disapproval, especially criticism or condemnation.

**Confederation:** Confederation refers to the birth of Canada on July 1, 1867. The word is also used to describe the events that led to Confederation. The four original provinces were Ontario, Quebec, Nova Scotia and New Brunswick.

**Constitution:** A set of laws and customs by which a group of people control themselves. Most countries have written constitutions that set out the basic law of their State. The Canadian constitution is written, combining parts of Great Britain's laws such as the *Magna Carta* (1215), the *Bill of Rights* (1689), *Petition of Right* (1629) and *Act of Settlement* (1701). Added to this are documents specifically setting out how Canada is to be run, beginning with the *Royal Proclamation* of 1763. The most important parts of Canada's written Constitution include: the *Quebec Act of 1774*, which guaranteed the use of the French language and civil law in Quebec; the *Constitutional Act of 1791*, which created elected assemblies in Quebec and Ontario; the *British North America Act of 1867*, which created the basis of the federal system and laid down the division of powers between federal and provincial governments. This Act was renamed the *Constitution Act, 1867* in 1982. Other important parts of our Constitution are decisions of the Supreme Court; the *Statute of Westminster of 1931*; the Acts that created new provinces and territories after Confederation, for example, the *Manitoba Act* (1870) and the *Alberta and Saskatchewan Acts* (1905); the *Canada Act, 1982*, which was the last Act passed by Great Britain that affected Canada; and the *Canadian Charter of Rights and Freedoms*.

**Constitutional monarchy:** A monarchy whose ruler is only entitled to the powers given to him or her by a nation through their constitution and laws. Often, the monarch fulfills more traditional and ceremonial duties.

**Crown:** The Crown is the term used to represent the sum total of executive powers exercised, by or in the name of the Monarch, the current Queen or King of Canada.

**Democracy:** Describes a state in which power is held by elected representatives of the people.

**Executive:** Describes the "decision-making" part of government; in Canada, the executive is made up of the Governor General, the Cabinet (including the Prime Minister), and the administration, which includes all government departments, the armed forces, Crown corporations and other autonomous bodies.

**Fathers of Confederation:** The Fathers of Confederation were the delegates from British North America who planned Confederation and brought it about.

*From Canada (now Ontario and Quebec):*

Sir John A. Macdonald; Sir George-Étienne Cartier; Alexander T. Galt; William McDougall; Sir Hector Langevin; George Brown; Thomas D'Arcy McGee; Alexander Campbell; Sir Étienne P. Taché; Sir Oliver Mowat; J.C. Chapais; James Cockburn; W.P. Howland; Hewitt Bernard (secretary).

*From Nova Scotia:* Sir Charles Tupper;

William A. Henry; Jonathan McCully; Adams G. Archibald; Robert B. Dickey; J.W. Ritchie.

*From New Brunswick:* Samuel L. Tilley; J.M. Johnson; William H. Steeves; E.B. Chandler; John Hamilton Gray; Peter Mitchell; Charles Fisher; R.D. Wilmot.

*From Prince Edward Island:* John Hamilton Gray; Edward Palmer; William H. Pope; A.A. Macdonald; George Coles; T.H. Haviland; Edward Whelan.

*From Newfoundland:* F.B.T. Carter; Ambrose Shea.

**Federalism:** Describes the political system where there is more than one level of government. The responsibilities of the different levels of government in Canada are outlined in the Constitution. In Canada, the federal government is responsible for policies that affect the country as a whole, such as defence, foreign relations, and currency, among others.

**Federation:** The creation of a country (federation) by the union of a group of provinces or states. Canada and the United States of America, for example, are both federations.

**Foreign Policy:** The policy of an independent state in its interaction with other sovereign states.  
(Adapted from: <http://www.m-w.com/cgi-bin/dictionary>)

**Judiciary:** The branch of government that administers justice through its courts and judges. Even though the Canadian judiciary is appointed, removed and paid by the executive branch of government, it carefully protects its status as equal and independent of those branches.

**Legislative branch:** The branch of government that has the power and responsibility to create laws. In Canada, it is comprised of the House of Commons and the Senate.

**Legislature:** Is the group of elected representatives of a province or territory. Its federal counterpart is the House of Commons.

**Parliamentary:** A system of government where the three branches of Parliament—Governor General, House of Commons and the Senate—debate laws before they vote on them. These branches are composed of both elected (House of Commons) and appointed (Governor General, Senate) members.

**Peacekeeping:** Invented and developed by the United Nations, this technique doesn't have a simple definition. It is in between traditional methods of resolving disputes peacefully, such as mediation and fact-finding and more forceful action, such as military intervention. Traditionally, peacekeepers have been placed between states to supervise cease-fires and, on occasion, the withdrawal of military forces. In most cases prior to the 1990s, peacekeeping operations were purely military. In recent years, peacekeeping has evolved to reflect new realities.  
(Adapted from: <http://www.dfait-maeci.gc.ca/peacekeeping/conflict-en.asp>)

**Prerogative (powers):** The rights and privileges only held by one individual or body. Within Canada, the prerogative of the sovereign is delegated to the Governor General on advice from the federal Cabinet, and to the Lieutenant Governors through the Governor-in-Council.

**Representative government:** A governing body of persons chosen by its citizens, often through election.

**Responsible government:** A government where an executive Cabinet, selected from the elected members of a legislature are a decision-making body that is responsible and accountable to their legislature. This form of government has existed in Canada since 1848.

**Self-government:** The ability of a specific group of people to pass laws and make decisions about matters that affect their communities and lands, including the establishment of new governing structures and institutions, in partnership with all levels of government in Canada.

**United Nations:** An international organization committed to preserving peace through international cooperation and collective security. The United Nations was established on 24 October 1945 by 51 countries. Today, nearly every nation in the world belongs to the UN: membership now totals 189 countries. The UN has four purposes: to maintain international peace and security, to develop friendly relations among nations, to cooperate in solving international problems and in promoting respect for human rights, and to be a centre for harmonizing the actions of nations.  
(Adapted from: <http://www.un.org/Overview/brief.html>)

# Appendices

*\*Please note at the time of publication this information was accurate and complete.*

## Prime Ministers of Canada

<i>Name</i>	<i>Party</i>	<i>Terms</i>
Sir John A. Macdonald	Conservative	1867-73
Alexander Mackenzie	Liberal	1873-78
Sir John A. Macdonald	Conservative	1878-91
Sir John J.C. Abbott	Conservative	1891-92
Sir John Sparrow Thompson	Conservative	1892-94
Sir Mackenzie Bowell	Conservative	1894-96
Sir Charles Tupper	Conservative	1896
Sir Wilfrid Laurier	Liberal	1896-1911
Sir Robert Laird Borden	Conservative	1911-17
Sir Robert Laird Borden	Union Government	1917-20
Arthur Meighen	Conservative	1920-21
W.L. Mackenzie King	Liberal	1921-26
Arthur Meighen	Conservative	1926
W.L. Mackenzie King	Liberal	1926-30
Richard Bedford Bennett	Conservative	1930-35
W.L. Mackenzie King	Liberal	1935-48
Louis St. Laurent	Liberal	1948-57
John George Diefenbaker	Progressive Conservative	1957-63
Lester Bowles Pearson	Liberal	1963-68
Pierre Elliott Trudeau	Liberal	1968-79
Charles Joseph Clark	Progressive Conservative	1979-80
Pierre Elliott Trudeau	Liberal	1980-84
John Napier Turner	Liberal	1984
Martin Brian Mulroney	Progressive Conservative	1984-93
Avril Kim Campbell	Progressive Conservative	1993
Jean Joseph Jacques Chrétien	Liberal	1993-

## Governors General of Canada (1867-Present)

<i>Dates of Office</i>	<i>Governor General</i>
1867-1868	The Viscount Monck
1868-1872	Lord Lisgar
1872-1878	The Earl of Dufferin
1878-1883	The Marquess of Lorne
1883-1888	The Marquess of Lansdowne
1888-1893	Lord Stanley
1893-1898	The Earl of Aberdeen
1898-1904	The Earl of Minto
1904-1911	Earl Grey
1911-1916	His Royal Highness The Duke of Connaught
1916-1921	The Duke of Devonshire
1921-1926	Lord Byng
1926-1931	The Viscount Willingdon
1931-1935	The Earl of Bessborough
1935-1940	Lord Tweedsmuir
1940-1946	The Earl of Athlone
1946-1952	The Viscount Alexander
1952-1959	The Right Honourable Vincent Massey



1959-1967	Major General the Right Honourable Georges Philias Vanier
1967-1974	The Right Honourable Roland Michener
1974-1979	The Right Honourable Jules Léger
1979-1984	The Right Honourable Edward Schreyer
1984-1990	The Right Honourable Jeanne Sauv�
1990-1995	The Right Honourable Ramon John Hnatyshyn
1995-1999	The Right Honourable Rom��o LeBlanc
1999-	The Right Honourable Adrienne Clarkson

### Sovereigns of Canada Since Confederation

1837-1901	Victoria
1901-1910	Edward VII
1910-1936	George V
1936	Edward VIII
1936-1952	George VI
1952 -	Elizabeth II

### Commonwealth Members

There are 54 member countries of the Commonwealth. These are listed below, with the years in which they joined the Commonwealth and their constitutional status: realm indicates a Commonwealth country which retained a monarchical constitution, recognizing the Monarch as Sovereign; monarchy indicates an indigenous monarchical constitution.

Country	Date	Status	Country	Date	Status
Antigua and Barbuda	1981	Realm	Mozambique	1995	Republic
Australia	1931	Realm	Namibia	1990	Republic
The Bahamas	1973	Realm	** Nauru	1968	Republic
Bangladesh	1972	Republic	New Zealand	1931	Realm
Barbados	1966	Realm	*** Nigeria	1960	Republic
Belize	1981	Realm	* Pakistan	1947	Republic
Botswana	1966	Republic	Papua New Guinea	1975	Realm
Brunei	1984	Monarchy	St. Christopher and Nevis	1983	Realm
Cameroon	1995	Republic	St. Lucia	1979	Realm
Canada	1931	Realm	St. Vincent and the Grenadines	1979	Realm
Cyprus	1961	Republic	Seychelles	1976	Republic
Dominica	1978	Republic	Sierra Leone	1961	Republic
* Fiji	1997	Republic	Singapore	1965	Republic
The Gambia	1965	Republic	Solomon Islands	1978	Realm
Ghana	1957	Republic	* South Africa	1931	Republic
Grenada	1974	Realm	Sri Lanka	1948	Republic
Guyana	1966	Republic	Swaziland	1968	Monarchy
India	1947	Republic	Tanzania	1961	Republic
Jamaica	1962	Realm	Tonga	1970	Monarchy
Kenya	1963	Republic	Trinidad and Tobago	1962	Republic
Kiribati	1979	Republic	** Tuvalu	1978	Realm
Lesotho	1966	Monarchy	United Kingdom	1931	Monarchy
Malawi	1964	Republic	Uganda	1962	Republic
Malaysia	1957	Monarchy	Vanuatu	1980	Republic
The Maldives	1982	Republic	Western Samoa	1970	Republic
Malta	1964	Republic	Zambia	1964	Republic
Mauritius	1968	Republic	Zimbabwe	1980	Republic

#### Countries which have left the Commonwealth

Fiji (1987, rejoined 1997)  
 Republic of Ireland (1949)  
 Pakistan (1972, rejoined 1989)  
 South Africa (1961, rejoined 1994)

\*\* Nauru and Tuvalu are special members, with the right to participate in all functional Commonwealth meetings and activities, but not to attend meetings of Commonwealth Heads of Government.

\*\*\* Nigeria was suspended in 1995

## La Francophonie

In 1968, the Heads of State of the Common Organization for Africa and Madagascar (OCAM or Organisation commune africaine et malgache) moved to create an organization for cultural and technical co-operation. By 1969, 28 Francophone countries opted to set up such an organization and gave the Conference of Education Ministers a mandate to work out the practical aspects of the project. On March 20, 1970, 21 governments signed the document giving birth to the *Agence de coopération culturelle et technique* (ACCT), today known as the *Agence intergouvernementale de la Francophonie*. The international Francophonie today embraces one in four countries in the world, bringing together 55 states and governments from five continents.

Albania	Egypt	Moldavia
Belgium	Equatorial Guinea	Monaco
Benin	France	Niger
Bulgaria	French Community of Belgium	Poland *
Burkina Faso	Gabon	Romania
Burundi	Guinea	Rwanda
Cambodia	Guinea-Bissau	St. Lucia
Cameroon	Haïti	Sao Tomé and Príncipe
Canada	Ivory Coast	Senegal
Canada - New Brunswick	Laos	Seychelles
Canada - Quebec	Lebanon	Slovenia *
Cape Verde	Lithuania *	Switzerland
Central African Republic	Luxembourg	Togo
Chad	Macedonia	Tunisia
Czech Republic *	(Former Yugoslavian Republic of)	Vanuatu
Comoros	Madagascar	Vietnam
Congo	Mali	
Democratic Republic of Congo	Morocco	
Djibouti	Mauritius	
Dominica	Mauritania	

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### Total:

**51 members**

**4 observers**

\* Observer countries

# Useful Web Sites

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## **Government of Canada Web sites:**

### **2001 CENSUS**

<http://www.statcan.ca/english/kits/2001/tkit.htm>

### **Bank of Canada**

[http://www.bankofcanada.ca/en/banknotes/education/index\\_e.html](http://www.bankofcanada.ca/en/banknotes/education/index_e.html)

### **Canada's Digital Collections**

<http://collections.ic.gc.ca/E/eduresources.asp>

### **Canada International Development Agency**

<http://www.acdi-cida.gc.ca/youthzone.htm>

### **Canada Post**

[http://www.canadapost.ca/personal/corporate/about/community/school\\_program/default-e.asp](http://www.canadapost.ca/personal/corporate/about/community/school_program/default-e.asp)

### **Canadian Space Agency**

<http://www.space.gc.ca/kidspace/default.asp>

### **Canadian Wildlife Service**

<http://www.cws-scf.ec.gc.ca/theme.cfm?lang=e&category=8>

### **Citizenship and Immigration**

WELCOME HOME PROGRAM:

<http://www.cic.gc.ca/welcomehome/welcome/Teachers.htm>

CITZINE:

<http://www.citzine.ca/e/home/index.shtml>

### **Department of Canadian Heritage**

Canadian Studies Program:

<http://www.canadianheritage.gc.ca/csp-pec/english/links.htm>

Ceremonial and Canadian Symbols Promotion:

<http://www.canadianheritage.gc.ca/ceremonial-symb/english/index.html>

Exchanges Canada:

<http://www.exchanges.gc.ca/>

### **Department of Foreign Affairs and International Trade**

<http://www.dfait-maeci.gc.ca/youth/youth3-e.asp>

### **Department of Justice Canada**

<http://canada.justice.gc.ca/en/index.html>

### **Elections Canada:**

<http://www.elections.ca/intro.asp?section=gen&document=index&lang=e&textonly=false>

### **Environment Canada**

<http://www.on.ec.gc.ca/glimr/classroom/intro-e.html>

**Fisheries and Oceans Canada**

<http://www.dfo-mpo.gc.ca/oceanscanada/kids/bigblue.htm>

**Health Canada**

[http://www.hc-sc.gc.ca/english/for\\_you/educators.html](http://www.hc-sc.gc.ca/english/for_you/educators.html)

**Indian and Northern Affairs Canada**

[http://www.ainc-inac.gc.ca/ks/english/4000\\_e.html](http://www.ainc-inac.gc.ca/ks/english/4000_e.html)

**Library of Parliament** (includes House of Commons and the Senate)

<http://www.parl.gc.ca/common/Aboutparl.asp?Language=E&Parl=37&Ses=1>

**March 21: International Day for the Elimination of Racial Discrimination**

[http://www.pch.gc.ca/march-21-mars/outreach/index\\_e.shtml](http://www.pch.gc.ca/march-21-mars/outreach/index_e.shtml)

**National Library of Canada**

Prime Ministers Site:

<http://www.nlc-bnc.ca/primeministers/h4-6000-e.html>

**National Archives of Canada**

[http://www.archives.ca/08/08\\_e.html](http://www.archives.ca/08/08_e.html)

**National Atlas of Canada**

[http://atlas.gc.ca/english/teach\\_res/index.html](http://atlas.gc.ca/english/teach_res/index.html)

**National Library of Canada**

<http://www.nlc-bnc.ca/6/29/index-e.html>

**Natural Resources Canada**

[http://www.nrcan.gc.ca/communications/nrcat-rnchat/index\\_e.html](http://www.nrcan.gc.ca/communications/nrcat-rnchat/index_e.html)

**Parks Canada Agency**

[http://www.parkscanada.gc.ca/Education/teacher\\_guide/english/teacher\\_guide\\_e.htm](http://www.parkscanada.gc.ca/Education/teacher_guide/english/teacher_guide_e.htm) and

[http://www.parkscanada.gc.ca/education/ontario/english/welcome\\_e.html](http://www.parkscanada.gc.ca/education/ontario/english/welcome_e.html)

**Path of Heroes**

<http://www.heroes.gc.ca/>

**Solicitor General**

[http://www.csc-scc.gc.ca/text/pub-ed\\_e.shtml](http://www.csc-scc.gc.ca/text/pub-ed_e.shtml)

**Statistics Canada**

<http://www.statcan.ca/english/edu/index.htm>

**Supreme Court of Canada**

[http://www.scc-csc.gc.ca/home/index\\_e.html](http://www.scc-csc.gc.ca/home/index_e.html)

**Veterans Affairs Canada**

[http://www.vac-acc.gc.ca/youth/sub.cfm?source=teach\\_resources](http://www.vac-acc.gc.ca/youth/sub.cfm?source=teach_resources)



## **Museums:**

Canada Aviation Museum

<http://www.aviation.nmstc.ca/Eng/Resources/educational/educational.html>

Canada Science and Technology Museum

<http://www.science-tech.nmstc.ca/english/schoolzone/index.cfm>

Canadian Children's Museum

<http://www.civilization.ca/educat/educ02e.html>

Canadian Heritage Information Network

<http://www.chin.gc.ca/>

Canadian Museum of Civilization

<http://www.civilization.ca/cmc/educat/sch00e.html>

Canadian Museum of Nature

[http://www.nature.ca/educators/educators\\_e.cfm](http://www.nature.ca/educators/educators_e.cfm)

Canadian Postal Museum

<http://www.civilization.ca/cpm/stampquest/tea01eng.html>

Canadian War Museum

<http://www.civilization.ca/cwm/kidsection/cwmindexeng.html>

Currency Museum

<http://www.bank-banque-canada.ca/museum/english/educational.htm>

National Gallery of Canada

[http://national.gallery.ca/education/index\\_e.html](http://national.gallery.ca/education/index_e.html)

Virtual Museum of Canada

<http://www.virtualmuseum.ca/English/Teacher/index.html>

Virtual Museum of New France

<http://www.civilization.ca/vmnf/avent/avent-en.htm>

## **General Reference:**

### **About Canada**

[http://canada.gc.ca/cda/ind\\_e.html](http://canada.gc.ca/cda/ind_e.html)

### **Facts and History**

[http://canada.gc.ca/canadiana/cda/ind\\_e.html#his](http://canada.gc.ca/canadiana/cda/ind_e.html#his)

### **The Canadian Encyclopedia Online**

<http://thecanadianencyclopedia.com/>

### **CIA Factbook: World Government Types**

[http://www.odci.gov/cia/publications/factbook/fields/government\\_type.html](http://www.odci.gov/cia/publications/factbook/fields/government_type.html)

### **The Canadian Unity Council Quick Guide**

<http://www.ccu-cuc.ca/en/library/confederation.html>

**Canadian Archival Information Network**

<http://www.cain-rcia.ca/>

**Canadian History and Culture on Suite 101**

<http://www.suite101.com/welcome.cfm/3633>

**Canadian History**

<http://www.linksnorth.com/canada-history/>

**Oh Canada** (with many links to government and constitutional sites)

<http://www.ualberta.ca/~bleeck/canada/canadalg.html>

**The E(radicate)-conflict World Encyclopedia**

<http://www.emulateme.com/>

**Learning Sites:****SchoolNet**

<http://www.schoolnet.ca/home/e/U>

Follow the links through "Learning Resources" to "Social Studies" to "Canadian History" and "Canadian Studies."

**The Great Canadian History Page**

<http://www3.sk.sympatico.ca/vavrr/>

**Government at a Glance**

[http://www.canada.gc.ca/howgoc/glance\\_e.html](http://www.canada.gc.ca/howgoc/glance_e.html)

**Historica Resources**

[http://www.historica.ca/historica/eng\\_site/resources/index.html](http://www.historica.ca/historica/eng_site/resources/index.html)

**Teaching and Learning About Canadian History**

<http://www.canadainfolink.ca/history.htm>

**Learning and Researching Canadian History**

<http://web.UVic.CA/hrd/history.learn-teach/canindex.html>

**The Prime Minister's Teaching Site**

<http://pm.gc.ca/default.asp?Language=E&Page=kidspage&Sub=TeachingAids;>

**The Prime Minister's Teaching Site**

Kids' Zone

<http://pm.gc.ca/kids.asp?Language=E&page=kidspage>

**Pursuit of Justice Quiz**

<http://canada.justice.gc.ca/en/quiz/index.html>

**Canada's Constitutional Evolution**

[http://www.archives.ca/05/051104\\_e.html](http://www.archives.ca/05/051104_e.html)

**Baxter's Edunet: History**

<http://www.edunetconnect.com/cat/history.html#Specifically>

**Canadiana: The Canadian Resource**

<http://www-2.cs.cmu.edu/afs/cs/misc/mosaic/common/omega/Web/Unofficial/Canadiana/>

**Confederation**

<http://www.nlc-bnc.ca/2/18/index-e.html>

**Confederation for Kids**

<http://www.nlc-bnc.ca/2/2/index-e.html>

**National Atlas of Canada: the Territorial Evolution of Canada**

[http://www-atlas.ccrs.nrcan.gc.ca/projects/atlas/v2/map\\_texts/english/te\\_index\\_e.htm](http://www-atlas.ccrs.nrcan.gc.ca/projects/atlas/v2/map_texts/english/te_index_e.htm).

**C.P.A.C. in the Classroom**

<http://www.cpac.ca/english/classroom/index.asp>

**Passages: A Treasure Trove of Canadian Exploration**

<http://www.nlc-bnc.ca/2/8/index>

**Famous Canadians**

<http://www3.ns.sympatico.ca/educate/peoplcan.htm>

**Canada's History: A Quebecois' Perspective**

<http://www.telusplanet.net/public/dgarneau/french1.htm>

**Canada's Constitution:**

*Constitution Act 1982, Constitution Act 1867 (B.N.A.), Quebec Act etc:*

<http://polisci.nelson.com/constitution.html> and

<http://www.solon.org/>

**Comparing the Canadian vs. American Constitutions**

<http://www.suite101.com/article.cfm/3633/76177>

**The Crown:**

<http://www.royal.gov.uk>

<http://www.pch.gc.ca/ceremonial-symb/english/roy.html>

**The Governor General:**

*The Governor General of Canada*

<http://www.gg.ca/>

**Lieutenant Governors and Territorial Commissioners:**

*Lieutenant Governor of Alberta*

<http://www.lieutenantgovernor.ab.ca/>

*Former Lieutenant Governors of Alberta and the Northwest Territories*

<http://www.assembly.ab.ca/lao/library/lt-gov/index.htm>

*Lieutenant Governor of British Columbia*

<http://www.ltgov.bc.ca/>

*Former Lieutenant Governors of British Columbia*

<http://www.ltgov.bc.ca/office/former.htm>

*Lieutenant Governor of Manitoba*

<http://www.lg.gov.mb.ca/>

*Former Lieutenant Governors of Manitoba*

<http://www.lg.gov.mb.ca/ltgovs.html>

**Lieutenant Governor of New Brunswick**

<http://www.gov.nb.ca/lg/>

**Former Lieutenant Governors of New Brunswick**

<http://www.gov.nb.ca/lg/pastlg.htm>

**Lieutenant Governor of Newfoundland and Labrador**

<http://www.mun.ca/govhouse/>

**Former Lieutenant Governors of Newfoundland and Labrador**

<http://www.mun.ca/govhouse/previous.html>

**Lieutenant Governor of Nova Scotia**

[http://www.gov.ns.ca/legislature/lt\\_governor.html](http://www.gov.ns.ca/legislature/lt_governor.html)

**Former Lieutenant Governors of Nova Scotia**

[http://www.craigmarlatt.com/craig/canada/provinces&territories/NS\\_lieutenant\\_gov.html](http://www.craigmarlatt.com/craig/canada/provinces&territories/NS_lieutenant_gov.html)

**Lieutenant Governor of Ontario**

<http://www.lt.gov.on.ca/>

**Former Lieutenant Governors of Ontario**

<http://www.lt.gov.on.ca/frameset-english.html>

**Lieutenant Governor of Prince Edward Island**

<http://www.gov.pe.ca/lg/>

**Former Lieutenant Governors of Prince Edward Island**

<http://www.gov.pe.ca/lg/gallery/index.php3>

**Lieutenant Governor of Quebec**

<http://www.assnat.qc.ca/eng/lieut-gouv/index.html>

**Former Lieutenant Governors of Quebec:** follow Map of Site link to “Les Prédécesseurs”**Lieutenant Governor of Saskatchewan**

<http://www.gov.sk.ca/iaa/lgo/>

**Former Lieutenant Governors of Saskatchewan**

<http://www.gov.sk.ca/iaa/lgo/HISTORY.HTM>

**Territorial Commissioner of the Northwest Territories**

Search <http://www.gov.nt.ca/> for information on contacting the executive or commissioners’s office, or <http://thecanadianencyclopedia.com/> for “Northwest Territories Lieutenant Governors”

**Territorial Commissioner of Nunavut**

<http://www.gov.nu.ca/comm.htm>

**Territorial Commissioner of the Yukon**

<http://www.gov.yk.ca/commissioner>

**Canada, the Commonwealth and La Francophonie:****The Commonwealth**

<http://www.rcscanada.org/>

<http://www.thecommonwealth.org/>

**La Francophonie**

<http://www.francophonie.org/>

<http://www.pch.gc.ca/francophonie2001/francophonie/francophonie-e.htm>

<http://www.canadianheritage.gc.ca/francophonie2001/francophonie/francophonie-e.htm>

[http://www.francophonie.org/oif/francophonie/membres/ARTICLES/sy\\_338.html](http://www.francophonie.org/oif/francophonie/membres/ARTICLES/sy_338.html)



## **Aboriginal Peoples:**

### ***Indian and Northern Affairs Canada***

<http://esd.inac.gc.ca/fnprofiles/>

### ***Canadian Directory of First Nations, Métis and Inuit Library Collections***

<http://library.usask.ca/native/directory/>

### ***Indian and Northern Affairs Canada***

Kids Stop - General

[http://www.ainc-inac.gc.ca/ks/english/index\\_e.html](http://www.ainc-inac.gc.ca/ks/english/index_e.html)

### ***Congress of Aboriginal Peoples***

<http://www.abo-peoples.org/mainmenu.html>

### ***Native Women's Association of Canada***

<http://www.nwac-hq.org/vision/>

### ***First Nations***

Assembly of First Nations:

<http://www.afn.ca/>

### ***Governance***

<http://www.fng-gpn.gc.ca/index.html>

### ***Métis***

Métis National Council

<http://www.metisnation.ca/>

### ***Inuit***

Inuit Tapirisat of Canada:

<http://www.tapirisat.ca/>

### ***Dreamspeaker (news)***

<http://www.fng-gpn.gc.ca/index.html>

### ***Friendship Centres***

National Association of Friendship Centres

<http://www.nafc-aboriginal.com/>

Alberta Native Friendship Centre Association

<http://www.albertafriendshipcentres.ca/>

BC Association of Aboriginal Friendship Centres

<http://www.bcaafc.com/>

Ontario Federation of Indian Friendship Centres

<http://www.ofifc.org/p>

Aboriginal Friendship Centres of Saskatchewan

<http://www.afcs.com/>

Manitoba Association of Friendship Centres

<http://www.mac.mb.ca/>

# *Provincial and Territorial Departments and Ministries of Education: History/Social Studies*

*From East to West*

## **Newfoundland and Labrador**

### **Department of Education**

Confederation Building, West Block  
St. John's, NF and Labrador  
A1B 4J6  
Tel: (709) 729-5097  
Fax: (709) 729-5896  
<http://www.gov.nf.ca/edu/>

### **Department of Youth Services and Post-Secondary Education**

Confederation Building, West Block  
St. John's, NF and Labrador  
A1B 4J6  
Tel: (709) 729-5097  
Fax: (709) 729-5896  
<http://www.gov.nf.ca/youth/>

## **Nova Scotia**

### **Department of Education**

Box 578  
Halifax, NS  
B3J 2S9  
Tel: (902) 424-5605 or 424-5168  
Fax: (902) 424-0511  
<http://www.ednet.ns.ca/>

## **Prince Edward Island**

### **Department of Education**

Box 2000  
Sullivan Building, 2nd and 3rd Floors, 16 Fitzroy St.  
Charlottetown, PE  
C1A 7N8  
Tel: (902) 368-4600  
Fax: (902) 368-4663 or 368-4622  
<http://www.gov.pe.ca/education/>

## **New Brunswick**

### **Department of Education**

P.O. Box 6000  
Fredericton, NB  
E3B 5H1  
Tel: (506) 453-3678  
Fax: (506) 453-3325  
<http://www.gov.nb.ca/education>

### **Department of Training and Employment Development**

P.O. Box 6000  
Fredericton, NB  
E3B 5H1  
Tel: (506) 453-2597  
<http://www.gov.nb.ca/dol-mdt>

## **Quebec**

### **Ministère de l'Éducation**

Édifice Marie-Guyart  
28<sup>e</sup> étage, 1035, rue de la Chevrotière  
Quebec, QC  
G1R 5A5  
Tel: (418) 643-7095  
Fax: (418) 646-6561  
<http://www.meq.gouv.qc.ca/>

## **Ontario**

### **Ministry of Education**

**Ministry of Training, Colleges and Universities**  
Mowat Block  
900 Bay Street  
Toronto, ON  
M7A 1L2  
Tel: (416) 325-2929; 1-800-387-5514  
Fax: (416) 325-6348  
<http://www.edu.gov.on.ca/>

**Manitoba****Department of Education, Training and Youth**

450 Broadway

Winnipeg, MB

R3C 0V8

Tel: (204) 945-2211

Fax: (204) 945-8692

<http://www.gov.mb.ca/educate/>**Department of Advanced Education**

Legislative Building

Winnipeg, MB

R3C 0V8

Tel: (204) 945-2211

Fax: (204) 945-8692

<http://www.gov.mb.ca/educate/>**Saskatchewan****Department of Education****Department of Post-Secondary Education  
and Skills Training**

2220 College Avenue

Regina, SK

S4P 3V7

Tel: (306) 787-7360

Fax: (306) 787-0237

<http://www.sasked.gov.sk.ca/>**Alberta****Alberta Learning**

7th Floor, Commerce Place

10155 - 102 Street

Edmonton, AB

T5J 4L5

Tel: 780-427-7219

For toll-free access, first dial 310-0000.

Fax: 780-422-1263

E-mail: [comm.contact@learning.gov.ab.ca](mailto:comm.contact@learning.gov.ab.ca)<http://www.learning.gov.ab.ca/>**British Columbia****Ministry of Education**

P.O. Box 9156, Stn. Prov. Govt.

Victoria, BC

V8W 9H1

Tel: (250) 356-2500

Fax: (250) 356-5945

<http://www.gov.bc.ca/bced/>**Ministry of Advanced Education**

PO Box 9059 Stn Prov Govt

Victoria, BC

V8W 9E2

Tel: (250) 356-2156

Fax: (250) 356-6942

<http://www.gov.bc.ca/mae/>**Nunavut****Department of Education**

P.O. Box 800

Government of Nunavut

Building 1088E

Iqaluit, Nunavut

X0A 0H0

Tel: (867) 975-5000

Fax: (867) 975-5095

<http://www.gov.nu.ca/education.htm>**Northwest Territories****Department of Education, Culture  
and Employment**

P.O. Box 1320

4501 - 50 Avenue

Yellowknife, NT

X1A 2L9

Tel: (867) 920-6240

Fax: (867) 873-0456

<http://siksik.learnnet.nt.ca>**Yukon****Department of Education**

P.O. Box 2703

Whitehorse, YK

Y1A 2C6

Tel: (867) 667-5141

Fax: (867) 393-6339

<http://www.gov.yk.ca/depts/education/>

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House of Commons  
Chambre des communes

Every day, there is something in the news about the House of Commons. It may be about a bill that was passed or a statement by a Member of Parliament. Yet for all the attention the House receives, many Canadians still have questions about what happens there and the role that Members of Parliament play.

The idea behind this guide is to answer some of those questions. It explains how the House of Commons fits into Canada's parliamentary system of government. It also describes the work done in the Commons and gives a look at the day-to-day life of a Member of Parliament.

The House of Commons is a fascinating place. It is a forum where all Canadians have a direct link to the governing of the country. In the Commons Chamber, the nation's most critical issues are debated, and Members can express the views of the people they are elected to represent. By understanding how the House of Commons works, Canadians will be in a better position to judge the performance of their representatives and to see how they themselves can participate in our system of government.

Peter Milliken, M.P.  
Speaker of the House of Commons





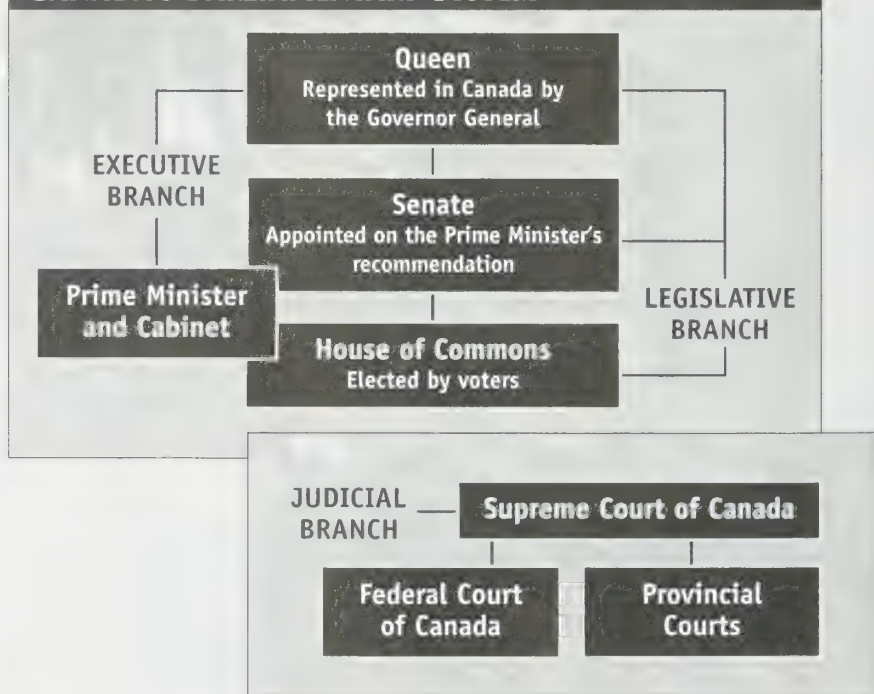
# THE CANADIAN PARLIAMENT



Our system of government is part of the reason why Canada is known around the world as a good place to live. Canada's parliamentary system is open and democratic. It offers the opportunity for people to give their input and it is designed to make sure proposals for laws are carefully considered.

Canada's Parliament consists of three parts: the Queen, the Senate and the House of Commons. They work together to make the laws for our country. The Queen, the Prime Minister and Cabinet make up the executive branch. They carry out or "execute" the laws. The legislative branch makes the laws, and the judicial branch — which is not part of Parliament — applies them.

## CANADA'S PARLIAMENTARY SYSTEM



## THE QUEEN

Canada is a constitutional monarchy. This means that the laws governing Canada recognize the Queen as the formal Head of State. All federal laws are made in the Queen's name. She also performs many important ceremonial duties when she is visiting Canada.

## THE GOVERNOR GENERAL



*The Governor General's Standard is a symbol of the Crown's sovereignty in Canada*

The Governor General is the Queen's representative in Canada. The Queen appoints the Governor General on the advice of the Prime Minister. The Governor General usually serves for five years. One of the most important roles of the Governor General is to ensure that Canada always has a Prime Minister. For example, if no party had a clear majority after an election, or if the Prime Minister were to die in office, the Governor General would have to choose a successor.

The duties of the Governor General include giving Royal Assent to bills passed by the House of Commons and the Senate so that they can become law. The Governor General also reads the Speech from the Throne, signs state documents, summons, opens and ends sessions of Parliament, and dissolves Parliament for an election.

## THE SENATE

### DISTRIBUTION OF SENATE SEATS

AREA	SEATS
Ontario	24
Quebec	24
Maritimes	24
Nova Scotia	10
New Brunswick	10
Prince Edward Island	4
Western Provinces	24
Manitoba	6
British Columbia	6
Saskatchewan	6
Alberta	6
Additional representation	9
Newfoundland and Labrador	6
Northwest Territories	1
Yukon Territory	1
Nunavut	1
<b>TOTAL</b>	<b>105</b>

The Senate studies, amends and either rejects or approves bills passed by the House of Commons. It can also introduce its own bills, except those to spend public money or impose taxes. No bill can become law until it has been passed by the Senate. Senators also study major social and economic issues through their committee work.

One of the duties of the Senate is to represent the interests of Canada's regions, provinces, territories and minority groups. Seats in the Senate are distributed to give each major region of the country equal representation.

The Senate has 105 members. Senators are appointed by the Governor General on the recommendation of the Prime Minister. They hold office until age 75 unless they miss two consecutive sessions of Parliament.

# THE HOUSE OF COMMONS

## DISTRIBUTION OF HOUSE OF COMMONS SEATS

AREA	SEATS
Ontario	103
Quebec	75
Nova Scotia	11
New Brunswick	10
Manitoba	14
British Columbia	34
Prince Edward Island	4
Saskatchewan	14
Alberta	26
Newfoundland and Labrador	7
Northwest Territories	1
Yukon Territory	1
Nunavut	1
<b>TOTAL</b>	<b>301</b>

The House of Commons is the major law-making body in Parliament. In the Commons Chamber, Members devote most of their time to debating and voting on bills. Because its Members are elected, the Commons makes decisions on spending public money and imposing taxes. The Chamber is also a place where Members represent constituents' views, discuss national issues and call on the government to explain its actions.

How do you become a Member of Parliament (MP)? By running in a federal election, which is held about every four years. In each of the country's 301 constituencies, or ridings, the candidate who gets the most votes is elected to the House of Commons, even if he or she gets less than half of the total votes.

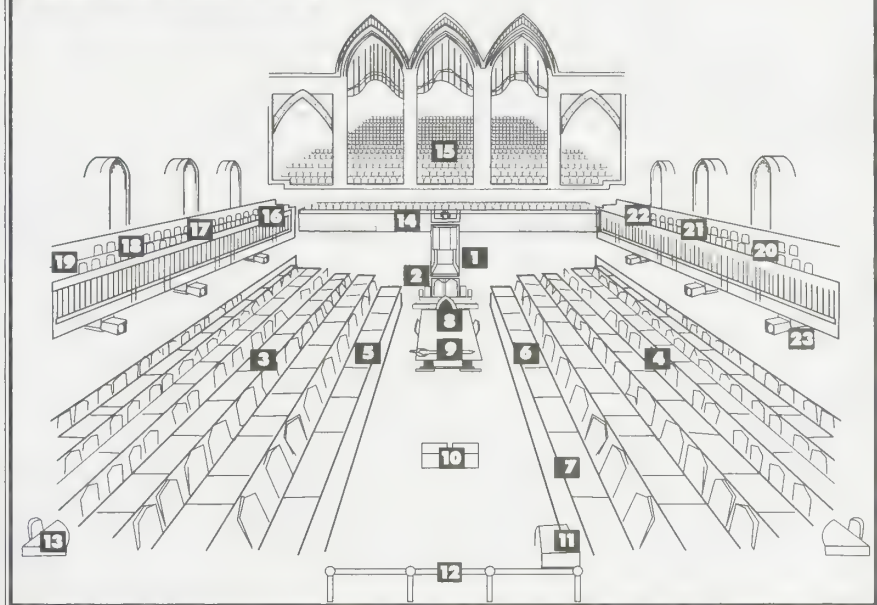
Seats in the House of Commons are distributed roughly in proportion to each province's population. In general, the more people in a province or territory, the more Members it has in the House of Commons. Every province or territory must have at least as many members in the Commons as it has in the Senate.



## WHO'S WHO IN THE HOUSE

When you think of Canada's Parliament, you might think of the Parliament Buildings — one of Canada's best known symbols and the place where Parliament's work is done. Parliament is a place and a process, but it is also about people, each doing a different job to make the whole system run well.

### THE HOUSE OF COMMONS



- |   |  |
|---|--|
| <b>1</b> Speaker  | <b>13</b> Interpreters                       |
| <b>2</b> Pages  | <b>14</b> Press Gallery                      |
| <b>3</b> Government Members                               | <b>15</b> Public Gallery                     |
| <b>4</b> Opposition Members                               | <b>16</b> Official Gallery                   |
| <b>5</b> Prime Minister                                   | <b>17</b> Leader of the Opposition's Gallery |
| <b>6</b> Leader of the Official Opposition                | <b>18</b> Members' Gallery                   |
| <b>7</b> Leader of the Second Largest Party in Opposition | <b>19</b> Members' Gallery                   |
| <b>8</b> Clerk and Table Officers                         | <b>20</b> Members' Gallery                   |
| <b>9</b> Mace   | <b>21</b> Speaker's Gallery                  |
| <b>10</b> Hansard Reporters                               | <b>22</b> Senate Gallery                     |
| <b>11</b> Sergeant-at-Arms                                | <b>23</b> T.V. Cameras                       |
| <b>12</b> The Bar   |  |



## THE SPEAKER

After each general election, the Members of the House of Commons elect a Speaker from among MPs by secret ballot. The Speaker presides over the House of Commons and ensures that everyone respects its rules and traditions. The Speaker must be impartial and apply the rules to all Members equally.

The Speaker represents the Commons in dealings with the Senate and the Crown. The Speaker is also responsible for the administration of the House and its staff and has many diplomatic and social duties.

## THE PRIME MINISTER

The Prime Minister is the leader of the party in power and is the Head of Government. A Prime Minister's duties include attending Cabinet meetings, meeting official foreign delegations to Ottawa and answering questions in the House of Commons. Since the Prime Minister is usually a Member of Parliament (there have been two who were Senators), he or she also spends time helping constituents.

## THE CABINET

The Prime Minister chooses the Cabinet Ministers, and the Governor General formally appoints them. Most are MPs, and there is always at least one representative from the Senate. The Prime Minister and Cabinet meet regularly to discuss important issues affecting Canada. These issues concern government spending, ideas for bills, and new policies, programs and services. Most Cabinet Ministers are in charge of a government department and they report on their department's activities to Parliament.

A key feature of Cabinet is the concept of collective responsibility, which means that all Ministers share responsibility for the administration of government and for the government's policies. They must all support a Cabinet decision. They may not agree with it, but they have to support it in public. If a Minister cannot support a decision, he or she must resign from Cabinet.

Collective responsibility is an important part of responsible government. Without it, the government could not maintain the confidence of the House of Commons. If the House shows by a vote that it does not have confidence in a Cabinet, the Cabinet must resign and make way for a new government or call an election.

## SECRETARY OF STATE

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Secretaries of State are assigned to Cabinet Ministers to help them in their work. The Prime Minister assigns them areas that are government priorities, such as science, research and development. Secretaries of State are not members of Cabinet but are bound by collective responsibility.

## PARLIAMENTARY SECRETARY

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Parliamentary secretaries are appointed by the Prime Minister to help Cabinet Ministers. They table documents or answer questions for a Minister, participate in debates on bills and speak to committees on government policies and proposals.

## LEADER OF THE OPPOSITION AND CRITICS

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The role of the Official Opposition is to give voters an alternative to the current government in the next election. Generally, the Leader of the Opposition is the leader of the party with the second largest membership in the Commons. This person leads opposition debates and suggests changes to government legislation or alternative proposals. Each opposition party in the Commons has its own leader and appoints critics from among its members. Each critic handles a certain subject, such as health or defence. They present their party's policies on the subject and comment on government policies.

## HOUSE LEADERS

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Each party appoints one member to be its House Leader. The House Leaders of all the parties meet once a week to discuss upcoming business in the Commons, how long bills will be debated and when special issues will be discussed. They try to reach an agreement on these matters, but in the end, the government has the final say, given its majority in the House.

## WHIPS

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Each party also has a Whip. The Whips ensure that enough party members are in the Chamber for debates and votes. Given the many responsibilities MPs have, this is not always easy. The Whips also determine which committees a party member will sit on, assign offices and seats in the House, and discipline members who break party ranks.

## HOUSE OFFICERS

Seated at a long Table in front of the Speaker are the Clerk and other procedural officers of the House. They advise the Speaker and Members on the rules to be followed in the Commons. At the end of the Table lies the Mace, the symbol of the authority of the House of Commons. At the end of the Chamber, opposite the Speaker, sits the Sergeant-at-Arms. This person is responsible for the security and maintenance of the Parliament Buildings and has ceremonial duties. House officers and Members are assisted by the parliamentary pages, who carry messages to the Members in the Chamber.

## A WORKING DAY IN THE COMMONS



A working day in the Commons starts when the bells ring to call MPs to the House. The Speaker and the Clerks march through the Hall of Honour to the Commons Chamber, with the Sergeant-at-Arms leading the way carrying the Mace. The Speaker goes to the raised chair at the far end of the Chamber. After he leads the House in a brief prayer, the House is called to order and the day begins.

The House of Commons meets for about 130 days a year. Each day the House meets is called a sitting. When it is in session, the House sits Monday through Friday.

A day in the House is divided into different parts so that Members can discuss all the business at hand.

## MEMBERS' STATEMENTS

A 15-minute period is set aside each day for any Member who is not a Cabinet Minister to make a statement on a subject of national, regional or local importance. Each statement lasts one minute.

## ORAL QUESTIONS

This closely watched 45 minutes is best known as Question Period. It is a chance for opposition Members, and sometimes government Members, to ask questions of the Prime Minister and Cabinet Ministers. It is an exercise in accountability: any Member can ask any Minister any question about their area of responsibility, without letting them know in advance.

## PRIVATE MEMBERS' BUSINESS

For one hour each day, Members who are not Cabinet Ministers can have their bills and motions debated by the House. These items are selected in a draw and some of them are chosen to come to a vote.

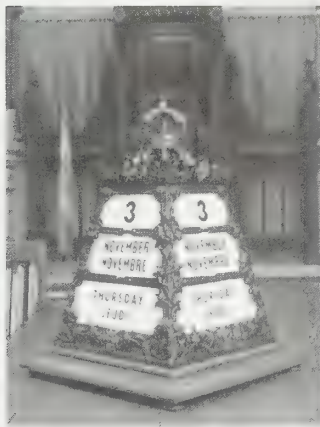
## GOVERNMENT ORDERS

Government orders are any items of business (such as motions or bills) that the government puts on the House of Commons' agenda.

## NOTICES OF MOTION FOR THE PRODUCTION OF PAPERS

Members can ask the government to present certain documents to the House of Commons. The government can respond to the requests at this time.

## ROUTINE PROCEEDINGS



Routine proceedings can cover many different subjects:

- Ministers and parliamentary secretaries table committee reports, responses to petitions and other documents;
- Ministers make short announcements or talk about government policy, and the opposition parties reply;
- Members present petitions to the House, and committees table their reports;
- Government bills are introduced and given first reading, and Members introduce their Private Member's bills for first reading.



## ADJOURNMENT PROCEEDINGS

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A Member who is dissatisfied with an answer given in Question Period can ask, in writing, for the matter to be raised again during the adjournment proceedings at the end of the day. A Cabinet Minister or parliamentary secretary responds.

## CAUCUS

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Daily business does not start until 2 p.m. on Wednesdays so that Members can attend morning caucus meetings. At these meetings, Senators and Members of Parliament from the same party talk about policies and the work being done in Parliament.

## PARLIAMENTARY HIGHLIGHTS

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### THRONE SPEECH

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When a session of Parliament opens, Senators and Members meet in the Senate Chamber to hear the Speech from the Throne. It describes the government's policies and the bills it plans to introduce during the session. The speech is written by the Privy Council Office and is read by the Governor General, or sometimes by the Queen.

### BUDGET SPEECH

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At some point each year, the Minister of Finance makes a statement known as the Budget Speech. It describes the government's economic policy and its plans for collecting and spending public money.

### ROYAL ASSENT

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Royal Assent is one of Parliament's oldest ceremonies. A bill must receive Royal Assent before it can become law. Royal Assent is given by the Governor General or by one of her deputies (the Chief Justice of Canada or other justices of the Supreme Court of Canada) in the Senate Chamber with Senators and Members of Parliament present.

## HOW A BILL BECOMES LAW THE LEGISLATIVE PROCESS

### FIRST READING

The bill is considered  
read for the first time  
and is printed.

### SECOND READING

Members debate the  
bill's principle.

### COMMITTEE STAGE

Committee members study  
the bill clause by clause.

### REPORT STAGE

Members can make  
other amendments.

### THIRD READING

Members debate and  
vote on the bill.

### SENATE

The bill follows a  
similar process.

### ROYAL ASSENT

The bill receives Royal  
Assent after being passed  
by both Houses.

When you fly in an airplane, visit a national park or buy a product in a store, you are doing something that has been touched by a law made in Parliament.

An idea to make a new law or to change an existing law starts out as a "bill." Each bill goes through several stages to become law. At first reading, the bill is considered read for the first time and is printed. There is no debate. At second reading, Members debate the principle of a bill — Is the idea behind it sound? Does it meet people's needs? If a bill passes at second reading, it goes to a committee of the House.

Committee members study the bill carefully. They hold hearings to gather information. They can ask for government officials and experts to come and answer questions. The committee can propose amendments, or changes, to the bill.

When a committee has finished its study, it reports the bill back to the House. The entire House can then debate it. During report stage debate, Members can suggest other amendments to the bill.

Once report stage is over, the bill is called for third reading debate. Members who voted for the bill at second reading may sometimes change their minds at third reading after seeing what amendments have or have not been made to the bill. After a bill has passed third reading in the House of Commons, it goes through a similar process in the Senate. Once both Chambers pass the bill, it is given Royal Assent and becomes law.

The chart on the left shows the usual path followed by government bills introduced in the House of Commons.

## THE ROLE OF A MEMBER OF PARLIAMENT

A Member's job is as varied as the many regions of Canada and the people who live here. To understand their role, it helps to look at the different places where Members work.

### IN THE CHAMBER



Television brings the Commons Chamber into homes and schools across the country. This is where Members help to make Canada's laws by debating and voting on bills. They also introduce their own ideas for bills.

The Chamber is also a place where MPs can put local, regional or national issues in the spotlight. They represent their constituents' views by presenting petitions, making statements and asking questions in the House.

With such a high profile, it is easy to think that Members do most of their work in the Chamber. Actually, Members spend about 15 hours a week there. The rest of their day — and many evenings — is spent in committee rooms, at meetings and wherever their constituents gather.

### IN COMMITTEE

Committee work is an important part of a Member's job and the law-making process. Members can look at bills in greater depth than is possible in the Chamber, where there is a large group of people involved and a full timetable. In committee, Members also study important issues such as finance and health, and the spending plans of federal departments. Many Members sit on at least two committees. Committees can sit from 6 to 40 hours a week and sometimes travel across the country to hear from people.

## CAUCUS

---

Weekly caucus meetings are a time for Senators and MPs of the same party to talk about policies and strategy. They ask questions of their leaders and explain the views of their constituents. MPs from the same area also discuss common issues at regional caucus meetings.

## IN THE OFFICE

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To meet the needs of their constituents, MPs have an office in Ottawa and one or more in their riding. Their offices are often the first stop for people who need help. Members act as “ombudsmen,” helping constituents with questions about visas, pension benefits, income tax — anything that is the business of the federal government. Members are good resources because they understand how federal departments are organized and how to find answers.

As a Member, your schedule is always busy. A journalist has asked for an interview on a bill being studied by your committee. A visiting constituent wants to talk about a federal program. You have been invited to meet with parliamentarians from another country. A constituent is in Ottawa to accept an award and wants you to attend the ceremony. You have to prepare a speech to give in the House. Plus there are letters, phone messages and e-mails to answer. Fortunately, Members have dedicated staff to help them in their work.

They return to their ridings as often as possible. For many Members, the trip home covers several thousand kilometres. But being in the riding lets Members talk to constituents face-to-face and attend local activities. Opening a new business, speaking to a civic group, laying a wreath on Remembrance Day, attending a high school graduation — these are many of the events that Canadians invite their Members of Parliament to attend. Travel time plus this busy schedule means less time for their families and themselves.



## BEING PART OF PARLIAMENT

The House of Commons provides a link between Canadians and their Parliament. Electing Members of Parliament gives Canadians a voice in the affairs of our country and in holding the government to account for its actions. Members make a difference by creating laws and helping their constituents with problems.

The people we elect to represent us — farmers, teachers, lawyers, business people and others — bring their ideas and experience to bear on their work. They work within the structure of Parliament and their parties to make decisions in the interest of Canada. We may or may not like what they do. The system gives us the chance to show our approval or displeasure at every federal election.

The House of Commons is like a vehicle, and people and ideas are the spark that ignites the engine — not just the people who serve there, but people across the country. When we vote, when we tell our Member of Parliament what we are thinking, or when we ask questions about the system, we help the engine to run better and the House — and our country — to move forward.

## FINDING OUT MORE

The Library of Parliament has more information about Canada's House of Commons:

**Information Service  
Information and  
Documentation Branch  
Library of Parliament  
Parliament Hill  
Ottawa, ON  
K1A 0A9**

**Telephone:  
Toll-free  
1-866-599-4999  
National Capital Region  
(613) 992-4793**

You can also tune in to Commons debates and some committee meetings on the Cable Public Affairs Channel.

These web sites offer information on other aspects of Parliament:

- Parliament of Canada:  
[www.parl.gc.ca](http://www.parl.gc.ca)
- Governor General of Canada:  
[www.gg.ca](http://www.gg.ca)
- Public Works and Government Services Canada:  
[www.parliamenthill.gc.ca](http://www.parliamenthill.gc.ca)
- Supreme Court of Canada:  
[www.scc-csc.gc.ca](http://www.scc-csc.gc.ca)
- Department of Justice:  
[www.canada.justice.gc.ca](http://www.canada.justice.gc.ca)
- Elections Canada:  
[www.elections.ca](http://www.elections.ca)
- Cable Public Affairs Channel (CPAC):  
[www.cpac.ca](http://www.cpac.ca)
- Communication Canada:  
[www.communication.gc.ca](http://www.communication.gc.ca)
- National Capital Commission:  
[www.capcan.ca](http://www.capcan.ca)

La Chambre des communes assure le lien entre les Canadiens et les Canadiennes et leur participation à la création des lois du pays et en aidant leurs électeurs à résoudre certains problèmes, les députés contribuent à améliorer la situation du pays. Les idées et les expériences des personnes que nous élisons pour nous représenter influencent leur travail de député, qu'ils aient été agriculteurs, enseignants, hommes ou femmes d'affaires ou autres. Ils travaillent au sein de la structure du Parlement et de leur parti pour prendre des décisions dans l'intérêt du Canada. Nous pouvons aimer ou non ce qu'ils font; le système nous donne la chance d'exprimer cette opinion positive ou négative à chaque élection fédérale.

Si l'on compare la Chambre des communes à une automobile, les gens et les idées fournissent l'énergie permettant d'en lancer le moteur, non seulement les gens qui y servent, mais la population canadienne dans son ensemble. Quand nous votons, quand nous disons à notre député ce que nous pensons ou quand nous posons des questions sur le système, nous aidons le moteur à mieux tourner et la Chambre des communes et notre pays, à avancer.

## POUR EN SAVOIR D'AVANTAGE

La Bibliothèque du Parlement offre des renseignements supplémentaires sur la Chambre des communes du Canada :

**Service de renseignements de la documentation**  
**Bibliothèque du Parlement**  
**Ottawa (Ontario)**  
**K1A 0A9**  
**Téléphone**  
**Appel sans frais**  
**1-866-599-4999**  
**Région de la capitale nationale**  
**(613) 992-4793**

On peut également suivre les débats de la Chambre des communes et certaines réunions de comités sur la chaîne d'affaires publiques par câble.

Les sites Web ci-dessous offrent des renseignements supplémentaires sur d'autres aspects du Parlement :

- **Parlement du Canada** : [www.parl.gc.ca](http://www.parl.gc.ca)
- **Gouverneure générale du Canada** : [www.gg.ca](http://www.gg.ca)
- **Travaux publics et Services gouvernementaux Canada** : [www.colliineduparlement.gc.ca](http://www.colliineduparlement.gc.ca)
- **Cour suprême du Canada** : [www.scc-csc.gc.ca](http://www.scc-csc.gc.ca)
- **Ministère de la Justice** : [www.canada.justice.gc.ca](http://www.canada.justice.gc.ca)
- **Elections Canada** : [www.elections.ca](http://www.elections.ca)
- **Chaîne d'affaires publiques par câble (CPAC)** : [www.cpac.ca](http://www.cpac.ca)
- **Communication Canada** : [www.communication.gc.ca](http://www.communication.gc.ca)
- **Commission de la capitale nationale** : [www.capcan.ca](http://www.capcan.ca)

Les députés retournent dans leur circonscription aussi souvent que possible. Pour nombre d'entre eux, c'est un voyage de plusieurs milliers de kilomètres. Se retrouver dans leur comté permet aux députés de rencontrer leurs électeurs et de participer à des activités au niveau local. L'ouverture d'un nouveau commerce, une allocation livrée à un groupe de citoyens et de citoyennes, le dépôt d'une couronne de fleurs le jour du Souvenir, la participation à une remise des diplômes dans une école secondaire... les Canadiens et les Canadiennes invitent leurs députés à des événements très divers. Les déplacements et un agenda très chargé entraînent une réduction très nette du temps que les députés passent en famille et du temps qu'ils se réservent.

L'agenda d'un député est toujours bien rempli : un journaliste veut une entrevue sur un projet de loi qu'étudie un comité dont le député est membre; un électeur vient parler d'un programme fédéral; une rencontre avec des parlementaires étrangers; un électeur reçoit un prix et veut que son député soit présent à la cérémonie; la préparation d'un discours à livrer à la Chambre; sans oublier les lettres, les messages téléphoniques et les courriels auxquels il faut répondre... Heureusement pour eux, les députés peuvent compter sur du personnel dévoué qui les aide dans leur travail.

Pour répondre aux besoins de leurs électeurs, les députés disposent d'un bureau à Ottawa et d'un ou de plusieurs autres bureaux dans leur circonscription. C'est souvent dans ces bureaux que se rendent les personnes ayant besoin d'assistance. Les députés jouent le rôle d'«ombudsman», aidant leurs électeurs à résoudre des problèmes de visas, de pensions ou d'impôts sur le revenu, tout problème, en fait, touchant à la responsabilité du gouvernement fédéral. Les députés sont de bon conseil, car ils savent comment les ministères fédéraux fonctionnent et comment trouver des réponses.

## AU BUREAU

Les rencontres hebdomadaires du caucus offrent aux sénateurs et aux députés du même parti l'occasion de débattre de politiques et de stratégies. Ils posent des questions à leur chef et expriment les points de vue des électeurs qu'ils représentent. Les députés d'une même région discutent aussi de problèmes communs lors des réunions régionales des caucus.

## AU CAUCUS

Le travail d'un député est aussi varié que la géographie du Canada, aussi divers que sa population. Pour comprendre cette fonction, mieux vaut se pencher sur les différents endroits où leur travail les amène.

## A LA CHAMBRE

Grâce à la télévision, la Chambre des communes pénètre dans les maisons et les salles de classe aux quatre coins du pays. C'est à la Chambre des communes que les députés participent à la création des lois du Canada et débattent les projets de loi qui sont ensuite mis aux voix. Ils présentent aussi leurs propres idées sous forme de projets de loi.

C'est aussi à la Chambre que les députés peuvent mettre en relief les questions se posant aux niveaux local, régional ou national. Ils y soumettent les vues de leurs électeurs en présentant des pétitions, en prononçant des déclarations et en posant des questions.



La visibilité du travail en Chambre pourrait amener à penser que les députés y font la plupart de leur travail. En fait, les députés n'y passent que 15 heures par semaine environ. Le reste de leurs journées (et de nombreuses soirées) se passe dans des salles de comités, à des réunions, et là où se rassemblent leurs électeurs.

## EN COMITÉ

Le travail des comités constitue une part importante du travail de député et du processus législatif. Les députés peuvent y étudier les projets de loi plus en détail qu'aux Communes où un grand nombre de personnes participent aux échanges et où l'horaire est souvent chargé. En comité, les députés étudient aussi d'importants dossiers comme les finances, la santé et les plans de dépenses des ministères fédéraux. Nombreux sont les députés qui sont membres d'au moins deux comités. Un comité peut se réunir entre 6 et 40 heures par semaine. Parfois, il peut voyager dans tout le Canada pour y entendre la voix de la population.



L'avion dans le ciel, le parc national ou le produit en vente dans un magasin ont quelque chose en commun : le Parlement a adopté une ou plusieurs lois les concernant.

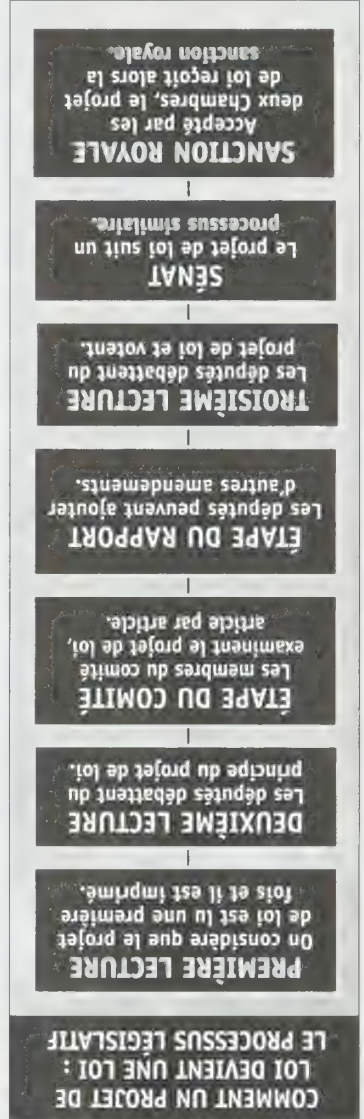
L'idée de créer une nouvelle loi ou de changer une loi existante commence par un projet de loi. Chaque projet de loi passe par plusieurs étapes avant de devenir une loi. À l'étape de la première lecture, le projet de loi est présenté une première fois et imprimé sans aucun débat. En deuxième lecture, les députés discutent du principe de base du projet de loi : l'idée derrière le projet de loi est-elle solide? Le projet de loi répond-il aux besoins de la population? Si un projet de loi passe le cap de la deuxième lecture, il est alors confié pour étude à un comité de la Chambre.

Les membres du comité étudient le projet de loi avec soin. Tenant des audiences, ils recueillent de l'information. Ils peuvent demander à des représentants du gouvernement et à des spécialistes de paraître devant eux et de répondre à leurs questions. Le comité peut proposer des amendements ou des changements au projet de loi.

Quand un comité a terminé son étude, il fait rapport à la Chambre. La Chambre des communes tout entière peut alors en débattre. Les députés peuvent suggérer des amendements durant l'étape du rapport du projet de loi.

Une fois l'étape du rapport achevée, le projet de loi passe en troisième lecture. Les députés qui ont voté en faveur du projet de loi en deuxième lecture changent parfois d'idée en troisième lecture après avoir vu les amendements qui ont été apportés au projet de loi entre-temps. Quand un projet de loi a franchi l'étape de la troisième lecture, il est envoyé au Sénat où il entame un processus similaire à celui qu'il a suivi à la Chambre des communes. Il faudra l'accord du Sénat et de la Chambre des communes pour que le projet de loi puisse recevoir la sanction royale et effectivement devenir une loi.

Le graphique ci-dessus montre le trajet suivi le plus souvent par les projets de loi présentés par le gouvernement à la Chambre des communes.



La sanction royale constitue l'une des plus anciennes cérémonies du Parlement. Un projet de loi doit recevoir la sanction royale avant de pouvoir devenir loi. C'est la gouverneure générale ou un de ses suppléants, le juge en chef du Canada ou un autre juge de la Cour suprême du Canada, qui octroie la sanction royale dans la Chambre haute, en présence des sénateurs et des députés.

## LA SANCTION ROYALE

À un moment ou un autre de l'année, le ministre des Finances prononce le discours du budget dans lequel il décrit les politiques économiques du gouvernement et ses plans de perception et de dépense des fonds publics.

## LE DISCOURS DU BUDGET

À l'ouverture d'une session du Parlement, les sénateurs et les députés se réunissent dans la chambre du Sénat pour entendre la lecture du discours du Trône. Ce discours décrit les politiques que le gouvernement entend suivre et les projets de loi qu'il se propose de présenter au cours de la session. Rédigé par le Bureau du Conseil privé, le discours du Trône est lu par la gouverneure générale ou, selon les circonstances, par la reine.

## LE DISCOURS DU TRÔNE

## LES FAITS MARQUANTS DE LA VIE PARLEMENTAIRE

Le mercredi, le travail en Chambre ne commence pas avant 14 h pour permettre aux députés de participer aux réunions de caucus en matinée. Lors de ces réunions, les sénateurs et les députés d'un même parti parlent des politiques et du travail accompli au Parlement.

## LES CAUCUS

Un député mécontent de la réponse reçue à la période des questions peut demander par écrit à ce que la question soit soulevée de nouveau pendant le débat sur l'ajournement de fin de journée. Un ministre ou un secrétaire parlementaire y répond.

## LA PROCÉDURE D'AJOURNEMENT

- Les affaires courantes peuvent traiter de nombreux sujets différents :
- Les ministres et secrétaires parlementaires présentent des rapports de comités, des réponses à des pétitions ou d'autres documents;
  - Les ministres font de courtes annonces ou des déclarations sur les politiques gouvernementales auxquelles répondent les partis d'opposition;
  - Les députés présentent des pétitions à la Chambre et les comités présentent leurs rapports;
  - Les projets de loi du gouvernement et ceux émanant des députés sont présentés en première lecture.



## LES AFFAIRES COURANTES

Les députés peuvent demander au gouvernement de présenter certains documents à la Chambre des communes. C'est pendant cette période que le gouvernement peut répondre à ces requêtes.

## LES AVIS DE MOTION POUR LA PRODUCTION DE DOCUMENTS

Il s'agit de tout sujet (motion ou projet de loi) que le gouvernement inscrit à l'ordre du jour de la Chambre des communes.

## LES ORDRES ÉMANANT DU GOUVERNEMENT

Une heure par jour est réservée à l'étude par la Chambre des projets de loi et motions émanant des députés ne faisant pas partie du Cabinet. L'ordre de ces affaires est choisi par tirage au sort et certaines peuvent faire l'objet d'un vote.

## LES AFFAIRES ÉMANANT DES DÉPUTÉS

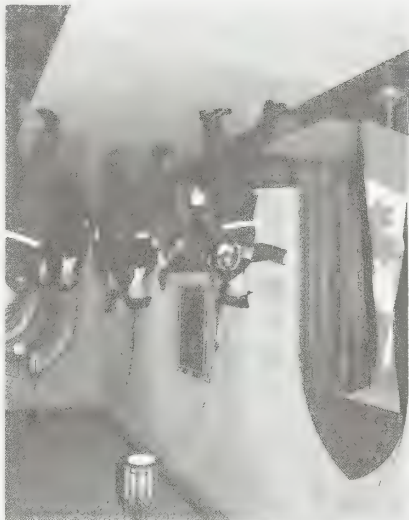
Cette période très observée de 45 minutes est connue sous l'appellation de période des questions. Pour les députés de l'opposition et, parfois, pour les partisans du gouvernement, c'est l'occasion de poser des questions au premier ministre et aux membres de son Cabinet. Il s'agit d'un exercice d'imputabilité : tout député peut poser à tout ministre n'importe quelle question relevant de son portefeuille sans l'avoir prévenu.

## LES QUESTIONS ORALES

Le greffier de la Chambre des communes et les autres greffiers à la procédure sont assis à une longue table devant le président. Ils conseillent ce dernier et les députés en matière de règles et de procédure de la Chambre. En bout de table repose la masse, symbole de l'autorité de la Chambre des communes. À l'extrémité de la Chambre, en face du président, prend place le sergent d'armes, responsable de la sécurité et de l'entretien des édifices du Parlement. Il remplit aussi certaines fonctions honorifiques. Les hauts fonctionnaires de la Chambre et les députés sont aidés par les pages qui font fonction de messagers.

## UNE JOURNÉE DE TRAVAIL À LA CHAMBRE DES COMMUNES

Une journée de travail aux Communes commence quand les cloches sonnent pour appeler les députés en Chambre. Le président et les greffiers traversent en procession le Hall d'honneur derrière le sergent d'armes portant la masse. Le président se rend au siège surélevé à l'extrémité de la Chambre. Après une courte prière, la Chambre est rappelée à l'ordre et la journée commence. La Chambre des communes siège environ 130 jours par année. Chaque jour que la Chambre siège s'appelle une séance. Quand elle tient séance, la Chambre siège du lundi au vendredi inclusivement. Une journée en Chambre se divise en plusieurs parties pour que les députés puissent débattre toutes les affaires à traiter.



## LES DÉCLARATIONS DES DÉPUTÉS

Une période de 15 minutes est réservée chaque jour aux députés qui ne sont pas membres du Cabinet, mais qui veulent faire une déclaration sur un sujet d'importance nationale, régionale ou locale. Chaque déclaration dure une minute.



Chaque parti compte également un whip qui s'assure qu'un nombre suffisant de membres de son parti se trouvent en Chambre pour les débats et les votes. Étant donné les nombreuses responsabilités des députés, ce n'est pas toujours chose facile. Les whips décident aussi à quels comités siègent les membres de leur parti, les bureaux qu'ils occupent et le pupitre où ils prennent place en Chambre. Ils disciplinent aussi les députés qui se désolidarisent de leur parti.

## LES WHIPS

Chaque parti nomme un de ses membres comme leader à la Chambre. Les leaders de tous les partis se rencontrent une fois par semaine pour discuter des affaires propres à la Chambre des communes, la longueur des débats sur les projets de loi et quand les questions spéciales seront débattues. Ils essaient de s'entendre sur ces sujets, mais c'est le gouvernement, détenant la majorité à la Chambre, qui décide en fin de compte.

## LES LEADERS À LA CHAMBRE

L'opposition officielle a pour rôle de donner aux électeurs une alternative au gouvernement en fonction lors des élections. En général, le chef de l'opposition est le chef du parti ayant le deuxième plus important nombre de députés à la Chambre des communes. Cette personne mène les débats d'opposition et suggère des changements aux mesures législatives et aux propositions du gouvernement. Chaque parti d'opposition à la Chambre des communes a son chef et se choisit des porte-parole dans ses propres rangs. Chaque porte-parole s'occupe d'un domaine particulier : santé, défense, etc. Les porte-parole présentent les politiques de leur parti en ces domaines et commentent les politiques du gouvernement.

## LE CHEF DE L'OPPOSITION ET LES PORTE-PAROLE

Les secrétaires parlementaires sont nommés par le premier ministre pour aider les ministres. Ils présentent des documents ou répondent aux questions pour un ministre, participent aux débats sur les projets de loi et s'adressent aux comités sur les questions de politiques ou les propositions gouvernementales.

## LES SECRÉTAIRES PARLEMENTAIRES

Les secrétaires d'État sont nommés auprès des ministres pour les assister dans leurs fonctions. Le premier ministre leur assigne des secteurs spécifiques qui sont prioritaires pour le gouvernement tels que les sciences, la recherche et le développement. Bien qu'ils ne fassent pas partie du Cabinet, les secrétaires d'État sont tenus de respecter le principe de responsabilité collective.

## LES SECRÉTAIRES D'ÉTAT

## LE PRÉSIDENT

Après des élections générales, les députés se choisissent, par vote secret, un président dans leurs propres rangs. Le président de la Chambre des communes s'assure que chacun y respecte les règles et les traditions. Il doit être neutre et appliquer les règles de la Chambre à tous les membres de manière équitable. Le président représente la Chambre des communes dans ses relations avec le Sénat et la Couronne. Il est également responsable de l'administration de la Chambre et de son personnel et a de nombreuses responsabilités diplomatiques et sociales.

## LE PREMIER MINISTRE

Le premier ministre est le chef du parti au pouvoir ainsi que le chef du gouvernement. Le premier ministre participe aux réunions du Cabinet, rencontre les délégations étrangères en visite officielle à Ottawa et répond aux questions à la Chambre des communes. Comme le premier ministre est en général un député (deux sénateurs ont été premier ministre), il passe aussi du temps à aider ses électeurs.

## LE CABINET

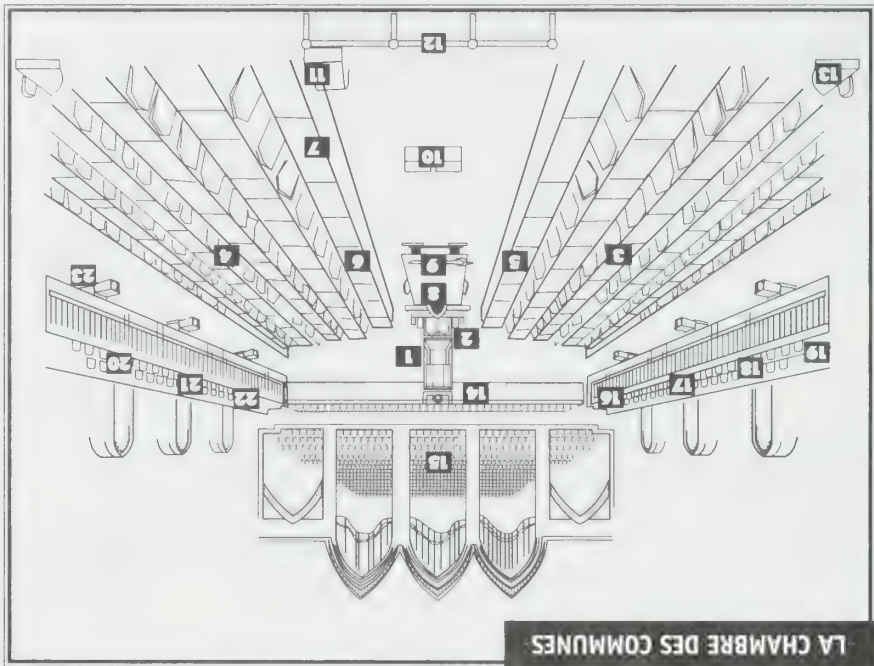
Le premier ministre choisit les ministres du Cabinet et c'est la gouverneure générale qui les nomme. La plupart sont des députés et le Cabinet compte toujours au moins un représentant du Sénat. Le premier ministre et le Cabinet se rencontrent périodiquement pour débattre des questions importantes touchant le Canada. Ces questions se rapportent aux dépenses gouvernementales, à des idées de projets de loi, à de nouvelles politiques et à de nouveaux programmes et services. La plupart des ministres du Cabinet sont responsables d'un ministère et ils répondent devant le Parlement des activités de leur ministère.

Par le principe de responsabilité collective des ministres, élément particulier du Cabinet, tous les ministres partagent la responsabilité de l'administration et des politiques gouvernementales. Tous les ministres doivent ainsi appuyer les décisions du Cabinet et, même s'ils ne sont pas d'accord, doivent les appuyer en public. Si un ministre ne peut appuyer une décision du Cabinet, il doit démissionner.

La responsabilité collective des ministres est un aspect important d'un gouvernement responsable. Sans elle, le gouvernement ne pourrait pas garder la confiance de la Chambre des communes. Si la Chambre indique par un vote qu'un Cabinet ne jouit plus de sa confiance, celui-ci doit démissionner et laisser la place à un nouveau gouvernement ou déclencher des élections.

Quand on pense au Parlement du Canada, on pense souvent aux édifices du Parlement, un des symboles canadiens les plus connus et le lieu où s'effectuent les travaux du Parlement. En effet, le Parlement est à la fois un lieu et un processus. Le Parlement, c'est aussi différentes personnes, chacune d'elles effectuant un travail particulier pour que l'ensemble du système fonctionne comme il se doit.

## LA CHAMBRE DES COMMUNES



- 1 Président
- 2 Pages
- 3 Membres du gouvernement
- 4 Membres de l'opposition
- 5 Premier ministre
- 6 Chef de l'opposition officielle
- 7 Leader du deuxième parti en importance de l'opposition
- 8 Greffier et le Bureau
- 9 Masse
- 10 Sténographes du hansard
- 11 Sergent d'armes
- 12 Barre de la Chambre
- 13 Interprètes
- 14 Tribune de la presse
- 15 Tribune du public
- 16 Tribune des fonctionnaires
- 17 Tribune du chef de l'opposition
- 18 Tribune des députés
- 19 Tribune des députés
- 20 Tribune des députés
- 21 Tribune du président
- 22 Tribune des sénateurs
- 23 Caméras de télévision

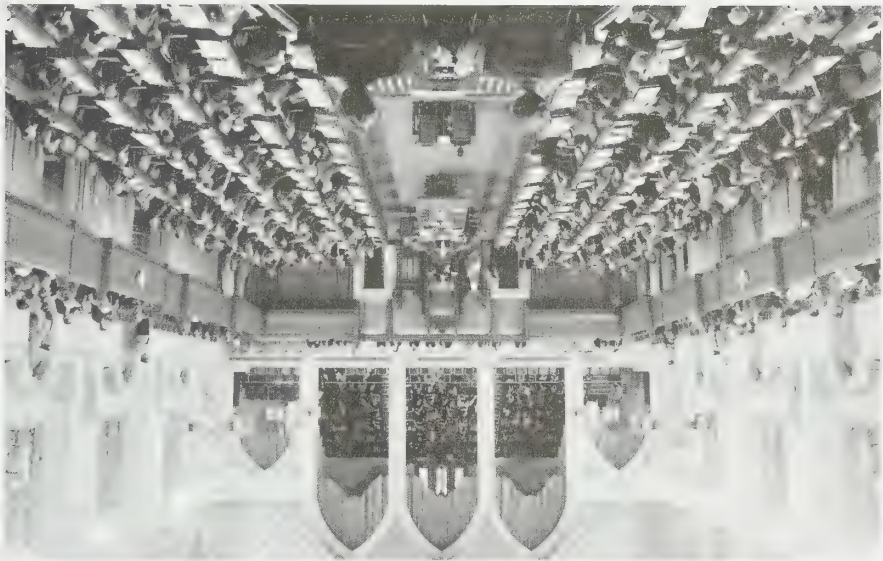
DISTRIBUTION DES  
SIÈGES À LA CHAMBRE  
DES COMMUNES

PROVINCE OU TERRITOIRE		SIÈGES
Ontario	103	75
Québec	75	11
Nouvelle-Écosse	11	10
Nouveau-Brunswick	10	14
Manitoba	14	34
Colombie-Britannique	34	4
Ile-du-Prince-Édouard	4	14
Saskatchewan	14	26
Alberta	26	7
Terre-Neuve-et-Labrador	7	1
Territoires du Nord-Ouest	1	1
Territoire du Yukon	1	1
Nunavut	1	301
TOTAL		301

La Chambre des communes constitue le principal corps législatif du Parlement. Les députés y débattent surtout des projets de loi et y votent ces derniers. Comme les députés sont élus par le peuple, la Chambre des communes peut décider de dépenser les fonds publics et de lever des impôts. C'est aussi à la Chambre que les députés expriment les points de vue de leurs électeurs, débattent des questions d'intérêt national et demandent au gouvernement d'expliquer les décisions qu'il a prises.

Comment devient-on député? En se présentant comme candidat aux élections législatives fédérales qui se tiennent tous les quatre ans environ. Dans chacune des 301 circonscriptions du pays, que l'on appelle aussi comtés, le candidat qui obtient le plus de voix est élu à la Chambre des communes, même s'il obtient moins de 50 p. 100 des suffrages exprimés.

En gros, le nombre de sièges à la Chambre des communes est distribué proportionnellement à la population des provinces ou territoires. Le nombre de députés dans une province ou un territoire doit être au moins égal au nombre de sénateurs qui représentent cette province ou ce territoire.





Le Sénat étudie, modifie et rejette ou approuve les projets de loi adoptés par la Chambre des communes. Il peut aussi présenter ses propres projets de loi, sauf s'ils proposent de dépenser les fonds publics ou de lever un impôt. Aucun projet de loi ne peut devenir loi tant qu'il n'a pas été adopté par le Sénat. Les sénateurs étudient également les grandes questions sociales et économiques grâce au travail de leurs comités.

Une des fonctions du Sénat est de représenter les intérêts des régions du Canada, de ses provinces et territoires, et de ses groupes minoritaires. Les sièges au Sénat sont distribués de manière à donner une représentation identique à chaque grande région du pays.

Le Sénat compte 105 membres. Les sénateurs sont nommés par la gouverneure générale sur recommandation du premier ministre. Ils demeurent en fonction jusqu'à l'âge de 75 ans à moins qu'ils ne manquent deux sessions consécutives d'une législature.

DISTRIBUTION DES SIÈGES AU SÉNAT	
PROVINCE OU TERRITOIRE	SIÈGES
Ontario	24
Québec	24
Maritimes	24
Nouvelle-Écosse	10
Nouveau-Brunswick	10
Ile-du-Prince-Édouard	4
Provinces de l'Ouest	24
Manitoba	6
Colombie-Britannique	6
Saskatchewan	6
Alberta	6
Autres représentants	9
Terre-Neuve-et-Labrador	6
Territoires du Nord-Ouest	1
Territoire du Yukon	1
Nunavut	1
<b>TOTAL</b>	<b>105</b>

La gouverneure générale a d'autres fonctions dont celle d'accorder la sanction royale aux projets de loi passés par la Chambre des communes et le Sénat pour qu'ils deviennent lois. De plus, la gouverneure générale donne lecture du discours du Trône, signe des documents d'État, convoque, ouvre et clôt les sessions du Parlement et dissout la législature avant des élections.

La gouverneure générale représente la reine au Canada qui la nomme sur recommandation du premier ministre, généralement pour une période de cinq ans. Une des plus importantes fonctions de la gouverneure générale est de s'assurer que le Canada est toujours servi par un premier ministre. Si, par exemple, aucun parti n'est majoritaire à la suite d'élections, ou si le premier ministre décide en fonction, c'est à la gouverneure générale qu'il appartient de choisir le prochain premier ministre.

L'étendard de la gouverneure générale du Canada  
souveraineté de la  
gouverneure générale  
du Canada



Le Canada est une monarchie constitutionnelle, ce qui signifie que les lois régissant le Canada reconnaissent la reine comme chef d'État officiel. C'est en son nom que toutes les lois fédérales sont établies. La reine remplit aussi de nombreuses fonctions honorifiques lors de ses visites au Canada.

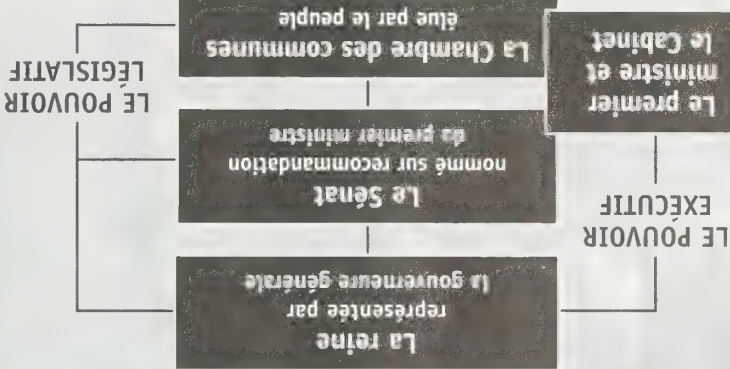
Notre système de gouvernement contribue à la bonne réputation internationale dont jouit le Canada comme pays où il fait bon vivre. Ouvert et démocratique, le système parlementaire canadien offre à la population la possibilité de s'exprimer et garantit que les propositions de loi sont étudiées avec soin.

Le Parlement du Canada se compose de trois éléments : la reine, le Sénat et la Chambre des communes. Ensemble, ces éléments s'attachent à concevoir les lois de notre pays. La reine, le premier ministre et le Cabinet constituent le pouvoir exécutif qui met les lois à exécution. Le pouvoir législatif consiste à l'exécution. Le pouvoir législatif ne fait pas partie du Parlement, il applique les lois.

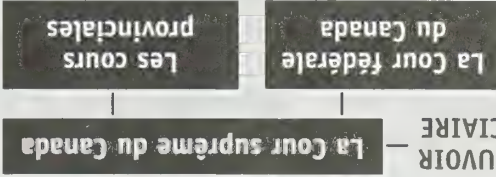


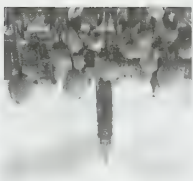
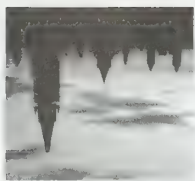
## LE PARLEMENT CANADIEN

### LE SYSTÈME PARLEMENTAIRE DU CANADA



### LE POUVOIR JUDICIAIRE





## Président de la Chambre des communes Peter Milliken, député

Tribune où chaque Canadien et chaque Canadienne a un lien direct avec ceux et celles qui gouvernent le pays, la Chambre des communes est un endroit fascinant. En Chambre, les sujets les plus cruciaux de la nation sont débattus. Les députés y expriment l'opinion des personnes qu'ils représentent. En comprenant comment fonctionne la Chambre des communes, les Canadiens et les Canadiennes pourront mieux juger du travail de ceux et celles qui les représentent et de la façon dont ils peuvent eux-mêmes participer à notre système de gouvernement.

La Chambre des communes se trouve quotidiennement dans les nouvelles où l'on rapporte, par exemple, l'adoption d'un projet de loi ou la déclaration d'un député. Malgré toute l'attention que reçoit la Chambre, nombreux sont les Canadiens et les Canadiennes qui ont des questions sur ce qui se passe en son enceinte et sur le rôle que jouent les députés.

Ce guide vise à répondre à certaines de ces questions. On y explique la place qu'occupe la Chambre des communes dans le système parlementaire canadien. On y décrit aussi le travail accompli à la Chambre des communes ainsi que les activités quotidiennes des députés.



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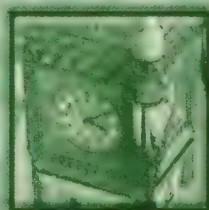
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du Canada

# CHAMBRE DES COMMUNES

Guide de la



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Senate



Sénat

CANADA



# The Senate Today



# The Senate Today

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Inner pages: Grotesque, courtesy of the Library of Parliament Public Information Office.



# Parliament's Upper House



## *Of grotesques and gargoyles*

*Grotesques are fantasy  
figures carved in stone.*

*Over the centuries  
they have served as  
humorous accents on  
important public  
buildings. The  
grotesque depicted on  
these pages is one of  
several to be found in  
the Senate chamber  
and throughout the  
Senate precincts.*

*Gargoyles are  
grotesques projecting  
out from a building.  
Decorative, they are  
often designed to serve  
as water spouts.*

## *"What is the Senate?"*

Examining and revising legislation, investigating national issues and representing regional, provincial and minority interests – these are important functions in a modern democracy. They are also the duties of Canada's Senate. Senators represent, investigate, deliberate and legislate.

For over 130 years senators have been working on behalf of all Canadians, in both official languages, to perform their role in providing an effective national Parliament.

At the Quebec Conference of 1864, the founders of Confederation worked out a blueprint for the Constitution of the new country. They agreed to model our legislatures along the lines of Westminster in Great Britain, but adapted to Canadian society. The new national Parliament would have a mandate to make laws for the "peace, order and good government" of Canada. It would be composed of the Sovereign, an appointed upper house for the regions called the Senate, and an elected lower house – the House of Commons.

The founders knew that Canada's Parliament would need two houses to make sure that legislation received careful consideration. They gave the Senate legislative powers similar to those of the House of Commons, but anticipated a very different role for it. The Senate was to be, in the words of Canada's first Prime Minister, Sir John A. Macdonald, a place of "sober second thought."

The founders spelled out the constitution and responsibilities of Parliament, and of the Senate within Parliament, in the law they called the *British North America Act*. We now call that law the *Constitution Act*, 1867.

Today, Canada's Senate consists of 105 senators from a wide variety of backgrounds and from every province and territory. Its membership is about one-third the size of that of the House of Commons, and it operates at about one-fifth of the cost. Senators consult in their home provinces and throughout Canada and then gather in Ottawa in order to make their contribution to Canada's governance.

This document contains many examples to show how the Senate carries out its duties. It talks of our social cohesion as a nation, the security of Canada's food supply, our approach to dealing with illegal drugs and the way we care for the dying. All of these subjects and much more are discussed, argued and decided upon by the Senate today.



*"The Senate has a vital role as an institution forming part of the federal system created by the Act."*

– The Supreme Court of Canada in *Re: Authority of Parliament in relation to the Upper House*, [1980] 1 S.C.R. 54, p. 66

### *“Who are the senators and what do they do?”*

#### **Ensuring experience, continuity and diversity**

Canada's Senate is made up of men and women with a wide range of career experience. Scan the ranks of the Senate and you will find business people, teachers, lawyers, surgeons, aboriginal leaders and journalists. Other senators have experience in fields such as agriculture, the environment, manufacturing, the oil and gas and fishing industries, unions, economics, police, military, and, of course, federal, provincial, territorial and municipal politics. With this expertise, senators can get to the heart of complex bills and committee investigations. They understand the issues, focus on the key points and can respond to the needs of the people and organizations affected.

Former cabinet ministers, senior public servants, provincial premiers and party leaders and other community leaders who serve as senators bring an understanding of lawmaking and the business of government to the Senate.

For example: in 1997 Senator Landon Pearson, former President and Chair of the Canadian Council on Children and Youth, was elected co-chair of the Special Joint Committee on Child Custody and Access. The Committee spent 12 months studying issues surrounding divorce, child custody, child support and parental access to children. The Committee heard from Canadians in every region and completed its report, *For the Sake of the Children*, in December 1998.

Increasingly, the Senate reflects our multicultural society. Senators come from many different ethnic backgrounds and religions. Canada's First Nations and Black communities are represented in the Senate, as are Canadians of Arab, Asian, Italian, Jewish, Ukrainian and other origins.

Like judges, the mandatory retirement age for senators is 75, providing for continuity and long-term institutional memory. Senators can track issues over time, form lasting working relationships and develop a thorough understanding of Parliament.



## How do you become a senator?

The Governor General appoints senators on the recommendation of the Prime Minister. To qualify for a summons to the Senate, the nominee must:

- be a Canadian citizen;
- be at least 30 years of age;
- own \$4,000 of equity in land in the home province or territory;
- have a personal net worth of \$4,000; and
- live in the home province or territory.





Today \$4,000 may not seem like much money, but in 1867 it represented a considerable sum. Best estimates are that its present-day value would exceed \$60,000 in today's dollars, but Parliament has never adjusted this amount and the net-worth requirements in the Constitution ceased long ago to be a practical block to a Senate call for ordinary Canadians. No doubt this is why Parliament has never repealed these provisions.

### **On the job**

Follow a senator around for a few days. You'll find yourself hurrying from the Senate chamber to committee rooms to the office, and regularly back to the region of Canada the senator represents as the two of you attend to the varied duties of the job. Part of each week is devoted to debate in the chamber, but most of a senator's work is accomplished in committee. Many senators sit on two or more committees and serve on subcommittees as well. They log long hours in meetings and in preparation, making themselves familiar with bills and pinpointing weaknesses that may need amendment. Caucus meetings and speech writing also fill up already busy days.

Through their committee work and their experience outside the Senate, many senators have developed significant areas of specialization. People identify them with these subjects and turn to them for help or to express their opinions. Senators spend a great deal of their time talking to organizations and individuals, and promoting awareness of the issues of particular concern to them. Children's rights, care for the dying, farm safety and literacy are among the many subjects that have received particular support from individual senators in recent years.

Senators boost Canada's profile on the world stage and strengthen its relationships with other countries through their participation in parliamentary associations. They meet with parliamentarians from around the world to discuss such issues as trade, economics, security, culture and human rights. These meetings also add to the senators' own storehouses of knowledge that will serve them as legislators.

Senators also act as ombudsmen. They handle calls from people looking for information on legislation or help in dealing with the federal Government and its bureaucracy.

## Women in the Senate: the “Persons” case

Five Canadian women took on the Supreme Court of Canada and won a place for their own in Canada’s Senate. In 1928, the Court had ruled that women were not eligible to become senators because they were not “persons” within the meaning of the sections of the *British North America Act* governing Senate appointments. Henrietta Muir Edwards, Nellie McClung, Louise McKinney, Emily Murphy and Irene Parlby persuaded the Judicial Committee of the Privy Council (U.K.), then Canada’s highest court, to overturn the decision, which it did in 1929. Today a monument commemorating the struggle and ultimate victory of these five women stands outside the Senate precincts on Parliament Hill.

Canada’s first woman senator was Cairine Wilson (Ontario), appointed in 1930. In 1972, Muriel McQueen Fergusson (New Brunswick) was named Speaker of the Senate and became the Parliament of Canada’s first woman Speaker. In 1974, Renaude Lapointe (Quebec) became the first francophone woman to hold the office of Speaker in Parliament. Later, in 1993, Joyce Fairbairn (Alberta) was named the first woman Leader of the Government in the Senate. In 1999, Senator Rose-Marie Losier-Cool was appointed Speaker *pro tempore*. Today, one-third of senators are women.

## Investigating the Top Issues

*“How is the Senate’s work relevant to our everyday lives?”*

### **Committee basics**

Senate committees are study groups ranging from five to 15 senators. They have three basic tasks: to approve or amend legislation; to investigate policy matters and make recommendations, and to examine the Government’s spending proposals, called the Estimates.

Committees are at the core of work in the Senate. In committee, senators study specific bills and investigate issues referred by the Senate. Each permanent or standing committee has its own area of expertise, such as: foreign affairs; banking, trade and commerce; legal and constitutional affairs; aboriginal peoples; transport and communications; and social affairs, science and technology.

Committees hold hearings to gather all the facts relating to legislative change. They arrange for ministers, Government officials, experts, organizations and individual citizens to appear and answer questions. They call for papers and records to be produced. The Senate may authorize committees to hold their hearings in any location in Canada. At the end of its study, a committee submits its conclusions to the Senate for consideration. In the case of a bill, the committee may recommend that it be amended or that it be passed without change.

When doing investigative work, Senate committees are very much like royal commissions, except in two respects: Senate committees complete the work in less time, and they are less expensive.

### **How committee investigations make a difference**

Muriel McQueen Fergusson (New Brunswick), the first woman Speaker of the Senate, once called its committees “the heart and soul of the Senate.” In committee, senators examine how a bill affects our lives. They turn the spotlight on social, economic and political issues in ways that cannot be anticipated.

For example, one Senate committee has influenced the services we receive when we walk through the doors of a bank or trust company.

Beginning in the 1980s, the Standing Senate Committee on Banking, Trade and Commerce began to examine the roles and activities of Canada's financial institutions. Its reports focus on increasing consumer protection, competing in a global economy and allowing chartered banks to broaden their activities. This work led to changes in legislation and regulations in 1992 and again in 2000. The Committee continues to follow the impact of these changes and investigate emerging problems.

Another Senate committee has been at the forefront of debate on free trade and continues to monitor its impact. The 1982 studies of the Standing Senate Committee on Foreign Affairs on Canada-U.S. relations recommended a bilateral free trade agreement with the U.S. After free trade became a reality, the Committee followed up with reports that examined the experiences of Canadian industries and made recommendations on monitoring the effects of the deal and settling disputes. A 1995 report looked at free trade in the Americas and made recommendations on Canada's trade relationships with Commonwealth Caribbean countries and with Cuba. Since 1997, the Committee has published a series of studies on the consequences for Canada of economic integration within Europe and the increasing importance of the Asia-Pacific economic region.

Senate committee investigations give people a chance to be heard. Canadians can discuss bills, influence policy and voice their concerns about current issues. Some of the topics that Senate committees tackle are very sensitive politically, making the Senate one of the best places to air these issues.

In 1998-1999, the Senate Agriculture Committee conducted an investigation into the licensing of recombinant bovine somatotropin (rBST) in Canada. The hormone is used in other countries to increase milk production in dairy cattle. The Committee heard concerns from a broad range of witnesses and groups that the hormone poses a threat to the health of Canadians. The Committee report urged the Government to delay the licensing of rBST until more extensive and scientifically rigorous testing could be performed to identify any potential health threat.

The Senate also fulfils a "watchdog" role and can call the Government to account for its actions. A classic example occurred in 1961, when the Government introduced a bill to remove James Coyne as Governor of the Bank of Canada. The



House of Commons passed the bill without hearing from Mr. Coyne, but a Senate committee gave him an opportunity to defend himself. The Senate then adopted a report from the committee exonerating Mr. Coyne and recommending that the bill not be further proceeded with. Within an hour of the final vote in the Senate, Mr. Coyne voluntarily resigned with his reputation and honour intact. People felt that the Senate had stood up to the Government and given a senior public servant the chance to speak to both his own integrity and that of his institution.

More recently, the Auditor General and others have raised questions about whether some of the grants made under the Government Contingency Vote meet the criteria set out for the use of that Vote and whether, consequently, there is proper accountability to Parliament of the government's expenditures. In response, the Standing Senate Committee on National Finance undertook an examination of this spending.

## **Committee reports**

Senate committees have produced a number of extensive reports covering a wide range of issues of importance to Canadians. To give you an idea of the diversity of the work, here is a sampling of recent Senate committee reports:

*The Health of Canadians – The Federal Role* (2001-2)  
*The Effectiveness of and Possible Improvements to the Present Equalization Policy* (March 2002)  
*Canadian Security and Military Preparedness* (February 2002)  
*Air Canada: Good Intentions are Not Enough!* (February 2002)  
*Looking South: U.S. Agriculture and Agri-Food Policy in the New Century* (Interim report, December 2001)  
*Promise to Keep: Implementing Canada's Human Rights Obligations* (December 2001)  
*The Role of the Government in the Financing of Deferred Maintenance Costs in Canada's Post-Secondary Institutions* (October 2001)  
*Canada's Nuclear Reactors: How Much Safety is Enough?* (June 2001)  
*Aquaculture in Canada's Atlantic and Pacific Regions* (June 2001)  
*Quality End-of-Life Care: The Right of Every Canadian* (June 2000)

*Airline Industry Restructuring in Canada* (December 1999)  
*Wired to Win ! Canada's Positioning Within The World's Technological Revolution* (May 1999)  
*Recombinant Bovine Growth Hormone (rbST) and its effect on human and animal health safety* (March 1999)  
*Crisis in Asia: Implications for the Region, Canada, and the World* (December 1998)  
*The Governance Practices of Institutional Investors* (November 1998)  
*Guarding History: A Study into the Future, Funding, and Independence of the Canadian War Museum* (May 1998)

Many Senate committee reports have proven to be groundbreaking works relied upon by experts in the field. You may find these additional selected titles to be of interest:

*Report of the Special Committee of the Senate on the Cape Breton Development Corporation* (two reports: June 1996; April 1997)  
*Corporate Governance* (August 1996)  
*Report of the Special Senate Committee on the Pearson Airport Agreements* (December 1995)  
*Pull Up! Pull Up! An Interim Report on the Safety Implications of Automated Weather Observation Systems (AWOS)* (July 1995)  
*Of Life and Death* (June 1995)  
*Farm Machinery: Lost Lives, Lost Limbs* (June 1995)  
*The Aboriginal Soldier After The Wars* (March 1995)  
*Canada's Foreign Policy: Principles and Priorities for the Future* (November 1994)  
*The Mandate and Funding of Radio Canada International* (June 1994)  
*Farm Stress: Its Economic Dimension, Its Human Consequences* (June 1993)  
*The Valour and the Horror* (January 1993)  
*Children in Poverty – Toward a Better Future* (January 1991)  
*Petro-Canada* (June 1990)  
*Canada's Land Forces* (October 1989)  
*Terrorism* (two reports: August 1987; June 1989)  
*The Marketing of Fish in Canada* (3 volumes 1986–1989)  
*Youth: A Plan of Action* (February 1986)  
*Soil at Risk: Canada's Eroding Future* (November 1984)  
*Canada–United States Relations* (3 volumes 1976–1982)  
*Retirement without Tears* (November 1979)  
*Poverty in Canada* (November 1971)  
*A Science Policy for Canada* (5 volumes 1970–1977)  
*Mass Media* (3 volumes December 1970)

### *“Must legislation be approved by the Senate? Can the Senate propose legislation?”*

Every system needs checks and balances, and the legislative system is no exception. One house may have passed legislation too quickly, or certain concerned groups may feel they did not get a chance to be heard. That's why Canada's Constitution states that both the Senate and the House of Commons must approve bills separately in order for them to become law.

#### **Legislative basics**

The lawmaking process starts with a bill – a proposal to create a new law, or change an existing one. Most of the bills considered by Parliament are public bills, meaning they concern matters of public policy such as taxes and spending, health and other social programs, defence and the environment.

A bill can be introduced in the House of Commons (C-bills) or the Senate (S-bills), but most public bills get their start in the Commons. A bill goes through certain formal stages in each house. These stages include a series of three “readings” during which parliamentarians debate the bill. Prior to third and final reading, each house also sends the bill to a committee where members examine the fine points of the legislation. Committee members listen to witnesses give their opinions on the bill, and then subject it to clause-by-clause study based on the testimony.

Either house can do four things with a bill: pass it; amend it; delay it; or defeat it. Sometimes, one house refuses changes or amendments made by the other, but they usually both agree eventually.

All laws of Canada are formally “enacted” by the Sovereign, “by and with the advice and consent” of the Senate and House of Commons. Once both houses have approved a bill, it is presented for Royal Assent and becomes law.

## The legislative process

### “How does a bill become law?”

1. Passage through first house (sometimes the Senate, usually the House of Commons).
2. Passage through the second house (usually the Senate, sometimes the House of Commons).
3. Royal Assent given by the Governor General (the bill is made law on the advice and with the consent of both Houses).

### Passage through a House:

- First reading (the bill proposing a law is received and circulated).
- Second reading (the principle of the bill is debated: is the bill good policy?)
- Committee stage
  - members of the public appear as witnesses to comment,
  - committee members study the bill in detail, clause-by-clause, and
  - the committee adopts a report, with or without amendments.
- Report stage (the committee report is considered by the whole house).
- Third reading (final approval of the bill).
- The bill is either re-sent to the other House or is set aside for Royal Assent.

### Taking the legislative initiative

When senators see a need for a law, they can respond individually by introducing bills of their own. The bill may or may not make it through all the stages and become law. Even if it does not, a bill can still give visibility to an issue and so encourage debate and action. Here is an example of a Senate bill that did become law:

The 1995 *Alternative Fuels Act* was initiated in the Senate as an environmental measure. Because Parliament agreed to enact it, the Government of Canada will progressively convert three-quarters of its vehicles from gasoline to alternative fuels before the year 2004.





*“A primary purpose of the creation of the Senate, as a part of the federal legislative process, was, therefore, to afford protection to the various sectional interests in Canada in relation to the enactment of federal legislation.”*

- The Supreme Court of Canada in *Re: Authority of Parliament in relation to the Upper House*, [1980] 1 S.C.R. 54, at p. 67

The Government can introduce its bills in the Senate and frequently takes advantage of this option. Doing so takes pressure off the House of Commons’ timetable. A bill that is complex and technical rather than partisan is a perfect candidate for initial review by the Senate. Bills to implement income tax treaties are a good example. The Senate can also pre-study bills that have been introduced in the House of Commons but have not yet reached the Senate, when it considers this to be a useful initiative.

Private bills are introduced on the petition of a citizen and address the needs of a single person, company or institution, rather than applying to the general public, and are always initiated in the Senate. In the nineteenth century, private bills were popular to incorporate and regulate the railroad companies and religious organizations that opened the West. For the greater part of the twentieth century, divorces in certain provinces were granted by private bill introduced in the Senate. More recent private bills have authorized marriages otherwise prohibited by law, revived companies, allowed companies to change jurisdiction, and incorporated and regulated charitable and other non-profit organizations. Private bills are valuable because they can point to weaknesses in the general law.

The only bills that cannot be initiated in the Senate are money bills. Money bills collect or disburse public funds. They must always be proposed by the Government and considered first in the House of Commons. Only then can a money bill be submitted to the Senate for its consideration. The Senate can pass or defeat a money bill and can also amend it, but only to reduce taxes or expenditures.

## **Amending legislation**

The Senate plays a key role in amending bills passed by the House of Commons. Senators have the expertise to put a bill under the microscope and examine it in detail, and the Senate timetable is flexible enough to allow longer periods of study. The end product is a more effective and long-lasting piece of legislation.

In 2001, the Senate considered Bill C-7, the *Youth Criminal Justice Act*. Concerns were raised in the Senate with respect to the manner in which the bill addressed Aboriginal youth. Consequently, amendments were suggested to the legislation, recognizing their unique situation. The Senate adopted these amendments, which were subsequently approved by the House of Commons and now form part of the law.

From February 1996 to October 2000, a period that covers three sessions of Parliament, the Senate made 61 individual amendments to 15 of the 161 Government bills originating in the House of Commons. That means the Senate amended nine per cent of the Commons Government bills. The House of Commons accepted all but two of the Senate amendments without change. The two remaining Senate amendments were also adopted, but with minor modifications.

Even when the Commons takes the rare step of refusing a Senate amendment, the amending process draws attention to the contentious issue. Those aspects of the bill obviously deserve – and usually get – closer scrutiny by the Government, the media or both.

## **Defeating bills**

Canada's Constitution gives either house of Parliament the power to defeat proposed legislation sent to it by the other house. This is called the veto power. While the Senate does not oppose the will of the Commons very often, senators have rejected bills. Senators have considered this possibility on occasions when they felt the Government did not have an electoral mandate for a measure opposed by the public, when the bill was obviously outside the constitutional authority of Parliament, or under other extraordinary circumstances.

The Senate can defeat Government bills without the dramatic political fallout that would occur if the House of Commons did the same thing. If the House of Commons defeats a major piece of legislation, the Government usually resigns and an election is called. If a bill is defeated in the Senate, the Government can go back to the drawing board and submit a new bill.



*“In creating the Senate in the manner provided in the Act, it is clear that the intention was to make the Senate a thoroughly independent body which could canvass dispassionately the measures of the House of Commons. This was accomplished by providing for the appointment of members of the Senate with tenure for life.”*

– The Supreme Court of Canada in *Re: Authority of Parliament in relation to the Upper House*, [1980] 1 S.C.R. 54, at p. 77

In 1998, after extensive hearings and consultation with a broad range of witnesses, the Legal and Constitutional Affairs Committee opposed the enactment of Bill C-220. The bill, although not a government bill, which was passed by the House of Commons, would have provided the Government with the power to censor publications written by persons convicted of crimes where the publication in question was based substantially on the crime for which the conviction was entered. Senators on the Committee believed that the bill was a direct violation of section 2 of the *Canadian Charter of Rights and Freedoms* which guarantees freedom of expression. The Senate agreed with the Committee’s recommendation, and the bill was rejected.

### **Delaying bills**

The Senate can also delay a bill, or decide not to act on it. Without being formally rejected, a delayed bill dies at the end of the session.

In certain circumstances, Senate action or inaction can persuade a Government that it needs to go to the people for a new mandate.

In 1988, Canadians got to vote on the free trade agreement with the United States because the Senate delayed Bill C-130, to implement the agreement. The Government called an election on the issue. As soon as it was re-elected, the Government submitted a similar bill that Parliament passed expeditiously.

In other cases, the Senate can delay a bill in order to give it more careful scrutiny that it received in the House of Commons and to draw greater public attention to the issue at hand.

In 2000, the Senate conducted an extensive examination of Bill C-20 with a thorough committee study and exhaustive debate at third-reading stage. Although the Senate ultimately passed the bill without amendment, commentators agreed that the Senate had performed an important service to the public by subjecting the bill to such careful scrutiny and bringing attention to a number of important underlying issues and concerns.



## Constitutional amendments

Parliament can make constitutional amendments on its own by passing a bill, but only if the amendments operate within the federal sphere of power. The Senate has a veto power over these amendments, just as it has over all bills proposed to Parliament.

Other kinds of constitutional amendments affect both federal and provincial powers. Because the legislatures of affected provinces must agree to these, both the Senate and the provinces speak for the regions on such amendments. When the Senate and the provinces do not agree on an amendment, the Constitution favours the provinces. The amendment may be made without Senate approval if the required number of provinces authorize it and if the House of Commons re-affirms its support for the amendment after the Senate concerns become apparent. However, the Commons must wait for six months from when it first approved the amendment before approving it a second time. This Senate power to require the Commons and the provinces to reflect for six months is sometimes described as its suspensive veto.



*“... it is our opinion that while [the Constitution] would permit some changes to be made by Parliament in respect of the Senate as now constituted, it is not open to Parliament to make alterations which would affect the fundamental features, or essential characteristics, given to the Senate as a means of ensuring regional and provincial representation in the federal legislative process.”*

– The Supreme Court of Canada in *Re: Authority of Parliament in relation to the Upper House*, [1980] 1 S.C.R. 54, pp. 77–78



### *“How can senators represent Canadians if they are not elected?”*

#### **Speaking up for the regions**

The founders of Confederation gave the Senate the important role of protecting regional, provincial and minority interests. They assigned each region the same number of seats in order to guarantee them an equal voice in the Senate. Seats were added as new provinces and territories entered Confederation. Today, the Senate has 105 seats, distributed as follows:

- The Maritimes Division 24 (New Brunswick 10, Nova Scotia 10, Prince Edward Island 4)
- The Ontario Division 24
- The Quebec Division 24
- The Western Division 24 (British Columbia 6, Alberta 6, Saskatchewan 6, Manitoba 6)
- Additional representation 9 (Newfoundland and Labrador 6, Northwest Territories 1, Yukon Territory 1, Nunavut 1)

The Constitution allows the Government, with the Sovereign's approval, to expand the Senate temporarily by adding four or eight more seats (just under 8 per cent of the total). A Government can use this power to appoint additional senators to break a legislative deadlock. The power has actually been used only once.

There are now 406 seats in Parliament, of which about three-quarters are in the House of Commons (301) and one-quarter in the Senate (105). Their distribution respects the democratic principle: the population basin in Central Canada has 55 per cent of all parliamentary seats and elects about 60 per cent of the members of the House of Commons. However, the distribution of seats also respects the regional principle: the people who live in the less populated parts of the country enjoy a majority of 54 per cent of seats in the Senate.

Over the years, the provincial governments have played a large role in representing regional interests. However, there are still many ways for senators to fulfil their regional responsibilities. As they examine bills and issues, senators consider the impact of the measures on the provinces they

represent. Committees are expected to invite a province or territory to make a presentation whenever they study a bill of special significance to it.

In October 2001, the Standing Senate Committee on National Finance began a study examining the effectiveness of, and possible improvements to, the present equalization policy. The Committee reported in March 2002, recognizing the importance of the Equalization program, which is designed to assist the provincial governments in providing Canadians with comparable levels of provincial services at comparable levels of taxation. Without such a program, essential public services would vary greatly across the country.

Senators also meet in regional caucuses to discuss legislation and policies and to plan strategy. They are in contact with individuals, business people and community groups in their province, and bring the concerns of citizens to Parliament Hill.

The Senate's representational role has been called into service in other ways. For example, there have been times in Parliament's history when a governing party did not manage to elect any members to the House of Commons from one or other of the provinces. In such cases, in order to ensure that there is regional balance, the Prime Minister has appointed senators from that province to Cabinet.

## Representing other voices

Senators help to focus greater attention on those people in our society whose rights and interests are often overlooked. The young, the poor, the elderly, the dying, veterans – these are some of the groups who have reaped the benefits of having a public forum through Senate committee investigations.

In 1995, an aboriginal senator asked the Standing Senate Committee on Aboriginal Peoples to study the mistreatment of native veterans. The Committee found such veterans had been the victims of inequities. One of its recommendations was that a scholarship program be set up to honour their memory. In 1996, the federal Government responded with the Aboriginal Veterans Scholarship Trust for young aboriginal Canadians going on to post-secondary education.



*“But the very essence of our compact is that the union shall be federal and not legislative. Our Lower Canada friends have agreed to give us representation by population in the Lower House, on the express condition that they shall have equality in the Upper House. On no other condition could we have advanced a step ...”*

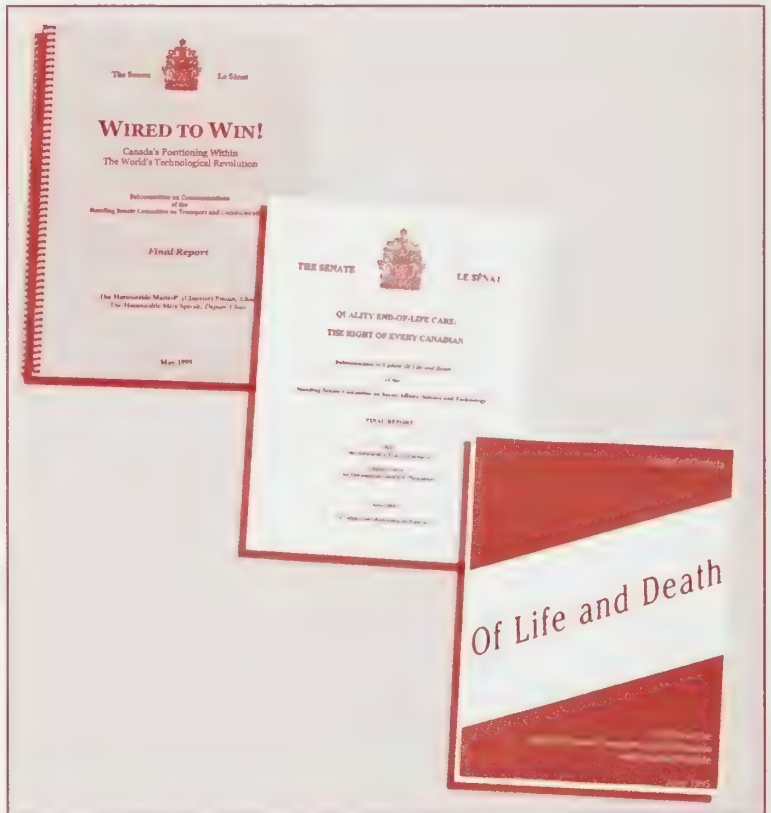
– The Honourable George Brown, as quoted by the Supreme Court of Canada in *Re: Authority of Parliament in relation to the Upper House*, [1980] 1 S.C.R. 54, p. 67



*"Inasmuch as the Act embodies a compromise under which the original Provinces agreed to federate, it is important to keep in mind that the preservation of the rights of minorities was a condition on which such minorities entered into the federation, and the foundation upon which the whole structure was subsequently erected."*

– Lord Sankey  
L.C., as quoted  
by the Supreme  
Court of Canada  
in *Re: Authority  
of Parliament in  
relation to the  
Upper House*,  
[1980] 1 S.C.R.  
54, p. 71

In 1999, a Senate subcommittee undertook a study to update *Of Life and Death*, a 1995 report on euthanasia and assisted suicide. Their report, *Quality End-of-Life Care: The Right of Every Canadian* was published in June 2000. Various Canadian universities now use both reports as texts for medical ethics courses. Senators found that only an estimated 5 per cent of dying Canadians receive integrated and interdisciplinary palliative care, and that end-of-life care has become a low priority during cuts to health care budgets. The subcommittee published a report calling for a



national strategy to guarantee to all Canadians quality end-of-life care as free as possible from physical, emotional and spiritual distress. Senators also recommended that the federal Government implement income security and job protection for family members who care for the dying.





*"... a reduction of the term of office might impair the functioning of the Senate in providing what Sir John A. Macdonald described as the 'sober second thought in legislation.' The Act contemplated a constitution similar in principle to that of the United Kingdom, where members of the House of Lords hold office for life. The imposition of compulsory retirement at age seventy-five did not change the essential character of the Senate."*

— The Supreme Court of Canada in *Re: Authority of Parliament in relation to the Upper House*, [1980] 1 S.C.R. 54, pp. 76–77

## *"What happens in the Senate chamber?"*

### **Debate with a difference**

Senate rules allow it to sit from Monday to Friday, and meet as often as necessary to take care of business. The full Senate usually sits on Tuesdays, Wednesdays and Thursdays. Mondays and Fridays are office and travel days, except in the busier periods. Travel days allow senators to live in their home provinces among the people they represent.

In the Senate chamber, time is devoted each day to matters such as presenting petitions, tabling documents, discussing committee reports and passing laws. There is also a Question Period when senators ask the Leader of the Government in the Senate about Government actions and policies.

Debates in the Senate, where members need not run for their seats, differ from those in other legislatures in important ways. They are sometimes less partisan, and focus more closely on the issues. But when the matter at hand is contentious, debates in the Senate often match the heat of Commons' debates.

The Senate chamber is a place where national issues, regional concerns and protests can receive quick attention. With two days' notice, senators can launch debates on subjects important to the public. If there is enough support, senators can establish a committee to explore the matter further in meetings that can enjoy high visibility.

### **Who's who**

Look through the imposing doors into the Senate chamber and you'll see a large room carpeted in red and lined with oak panelling. At the far end is a raised platform with the Speaker's Chair, and behind it the thrones reserved for the Sovereign or the Governor General and their consort.

### **Speaker**

If the Senate is in session, the Speaker will be sitting in the Chair. Senators in the governing party are to the Speaker's right, and those in opposition are to the left.

The Speaker of the Senate is appointed by the Governor General on the recommendation of the Prime Minister. The Speaker's duties include maintaining order and assisting the Senate in moving through its agenda. The Speaker also decides points of order, although these decisions can be appealed to the Senate.

### **Leader of the Government**

The Leader of the Government in the Senate speaks for the Government in the Senate and is a member of Cabinet. The Leader's duties include answering questions during Question Period and managing Government business in the Senate. The Leader is an *ex officio* member of all standing Senate committees.

### **Leader of the Opposition**

The Leader of the Opposition in the Senate leads the opposition in debate, coordinates its daily activities and confers with the Leader of the Government on Senate business. The Leader of the Opposition is also an *ex officio* member of all standing committees and helps direct the opposition there as well.

### **Deputy leaders**

Deputy leaders help their Senate leaders to prepare and manage the Senate's business. The Government deputy leader is also responsible for handling the daily and routine procedure in the Senate chamber.

### **Whips**

Whips keep their senators informed of Senate business and schedules, and ensure there is quorum, both in the Senate and in the committees. Most importantly, they are responsible for attendance when a vote is called.

### **Senate Officers**

Seated at a table in the centre aisle are the Clerk and the Table officers. They advise the Speaker on the rules of the Senate. Their officials in the Chamber record the Senate



*“As previously noted, the system of regional representation in the Senate was one of the essential features of that body when it was created. Without it, the fundamental character of the Senate as part of the Canadian federal scheme would be eliminated.”*

– The Supreme Court of Canada in *Re: Authority of Parliament in relation to the Upper House*, [1980] 1 S.C.R. 54, p. 76

deliberations and decisions in both official languages, publishing them in the *Debates of the Senate* and in the *Senate Journals*. The Senate mace rests on the table, pointing toward the thrones. It is the symbol of the Senate's authority to conduct its business.

At the main entrance to the chamber, inside the brass railing known as the "bar," sits the Usher of the Black Rod. The name comes from the ebony cane which Black Rod carries as a symbol of authority. The rod is used to rap on the Commons' doors and summon members of that house to the Senate chamber for the Speech from the Throne or for the royal assent of bills.

Although not in the chamber, the Law Clerk and Parliamentary Counsel is on call to advise senators on their constitutional rights: the right of a senator to attend in the Senate, the right to speak and the right to vote. Senators often instruct the Law Clerk to draft their bills and amendments for use in the chamber.

## **Ceremony**

The Senate chamber is the setting for major ceremonies of state, such as Royal Assent and the Speech from the Throne. The ceremonies remind us that lawmaking is a very painstaking and public process that requires all three components of Parliament to work together.

## **Royal assent**

In this final stage of the legislative process, the three elements of Parliament assemble to take part in the ancient tradition, rich in symbolism, by which a bill becomes law. A representative of the Sovereign, sometimes the Governor General but more often a judge of the Supreme Court of Canada acting as a deputy of the Governor General, enters the Senate chamber and takes a seat on the dais. The senators are in their seats. The Usher of the Black Rod calls members of the House of Commons to the Senate. Led by their Speaker, the members of the House of Commons gather at the rear of the Senate chamber. The parliamentarians of both houses, by their presence, give witness to the fact that Canadians request of the Sovereign that the bill be made a law and consent to being governed by it.



The title of the bill is read aloud, the representative of the Sovereign nods to signify assent, and the bill becomes law.

A bill that becomes law may come into force on the day of royal assent or on some later day provided for in the bill. The bill is sent to Government House for signature at a later date. The signed original is finally placed in the archives of the Clerk of the Senate who is also the Clerk of the Parliaments.

## **The Speech from the Throne**

The Speech from the Throne, read in Parliament and televised across the nation, is the Government's agenda for that session of Parliament. In this ceremony, the Sovereign, the Senate and the Commons join together to open a new session of Parliament. The members of the House of Commons are summoned to the Senate, where the Governor General, the Prime Minister, members of the Privy Council and senators are waiting. When the Commons Speaker and members reach the Senate, they approach the bar. If the session is the first in a new Parliament or if the Speaker is newly elected, the Speaker claims the traditional rights and privileges of the Commons. Then the Governor General reads the speech – written by the Prime Minister's Office – which sets out the policies and legislation that the Government intends to introduce.

The Senate chamber has the feel of a commemorative chapel. Eight large paintings depicting scenes from World War I that were commissioned by Canadian-born Lord Beaverbrook hang on the walls above the senators' desks. The chamber is gothic in style, as is the Centre Block in which it is located. Through carvings in stone and wood, the chamber depicts plants and animals native to Canada. Stained glass windows are inset in the higher reaches of the walls, which rise up to a ceiling gilded with the crests of founding peoples. The bust of the first Sovereign, the red colour in the chamber, the names of past Governors General on the ceiling and other regal imagery suggest a third theme: this is the chamber in which the Governor General, in the name of the Sovereign, meets the representatives of the people "in Parliament assembled."



### *What have people said about the Senate?*

#### **Quotes about the Senate of Canada**

“... at this moment what is important is that the Senate is doing its job and doing it well.” (The Right Honourable Jean Chrétien, *House of Commons Debates*, March 4, 1999, p. 12,447)

“In a Senate committee, time is a factor, but not a straight-jacket. Senators go to the heart of the matter, and usually in a collegial way. Both witness and Senate profit from the exercise ...” (The Honourable John Lynch-Staunton, Leader of the Opposition in the Senate [*Canadian Parliamentary Review*: Summer 2000, page 12])

“At least every five years, seats in the House of Commons are vacated for a general election. The Crown’s ministers may come and go. Some governments have endured for as little as four or five months, but the Senate membership is much more constant. Our turnover is much more gradual, approximately three or four times slower than the five-year maximum of the House of Commons. The Senate is the institutional memory of Parliament and the embodiment of the federal principle designed to protect regional and minority interests against a simple majority rule in the House of Commons, which is most of the time drawn from Central Canada with a minority of the national vote in the general election.” (The Honourable Serge Joyal, P.C., O.C., Senator [*Debates of the Senate*, May 10, 2000, page 1317])

“A possible model is the Canadian Senate which has investigated major issues such as poverty, science policy, foreign relations and the efficiency of Government departments. Evidence shows that not only are valuable reports produced which have led to changes in legislation or Government policy, but that the work has been carried out far more cheaply than if undertaken by a royal commission or task force, since members are paid already and a permanent support staff is available.” Submission to the Royal Commission on Reform of the House of Lords by democratic advocacy group Charter88 (1999)

"As senators, we occupy a position uniquely different from that of the elected members of the other place. We constitute more than a chamber of sober second thought. We have been appointed to represent our respective provinces in this house. We have been selected to provide the necessary checks and balances on a parliamentary structure where representation by population results in imbalances that invite the kind of abuse of parliamentary majority power that we are witnessing today." (The Honourable Ernest Manning, [Alberta] *Debates of the Senate*, March 18, 1981, p. 2102)

"The Senate has been very severely criticized for its action ... If we enact legislation speedily, we are called rubber stamps. If we exercise the constitutional authority which the Senate possesses under the *British North America Act*, we are told that we are doing something that we have no right to do. I do not know how to satisfy our critics." (The Honourable Carl Goldenberg, [Quebec] *Debates of the Senate*, January 11, 1974, p. 1454)

"More attention was paid to the Senate by the pre-Confederation negotiators than to any other feature of the proposed constitutional settlement." (E. Russell Hopkins, *Confederation at the Crossroads, The Canadian Constitution*, [McLelland and Stewart Limited, 1968] p. 310)

"... governments have invariably found the Senate a well-suited place for first consideration of voluminous, complex, and highly technical pieces of legislation, such as consolidating measures, requiring great legislative experience as well as legal and financial talent and leisurely procedure. The services rendered by the Senate in such instances have been more than simple time-saving for the House of Commons; the Senate has turned out reliable and enduring pieces of legislation, which are amongst the best framed and most competently constructed Acts on the Statute Book of Canada." (F.A. Kunz, *The Modern Senate of Canada 1925-1963*, [University of Toronto Press, 1965] p. 198)

"... the importance of this question in the minds of the statesmen at Quebec may be gleaned from the fact that practically the whole of six days out of a total of fourteen spent in discussing the details of the [union] scheme were

given over to the problems of constituting the second chamber.” (Robert A MacKay, *The Unreformed Senate of Canada*, revised and reprinted, [Toronto: McClelland and Stewart, 1963] p. 37)

“It must be remembered that, under our system, the power of the Cabinet tends to grow at the expense of the House of Commons. ... The Senate is not so much a check on the House of Commons as it is upon the Cabinet, and there can be no doubt that its influence in this respect is salutary.” (Sir Clifford Sifton, “The Foundation of the New Era,” in J.O. Miller, ed. *The New Era in Canada*, [London, 1917] p. 50)

“It is not by any manner of means a trifling thing to say when I say that the value of a Senate is not only in what the Senate does, but in what the Senate prevents other people from doing.” (Sir Richard Cartwright, *Debates of the Senate*, May 17, 1906, p. 469)

“There shall be One Parliament for Canada, consisting of the Queen, an Upper House styled the Senate, and the House of Commons.” (*The Constitution Act*, 1867, section 17)

“... the Upper House ... which has the sober second-thought in legislation ...” (The Right Honourable Sir John A. Macdonald, *Parliamentary Debates on Confederation of British North American Provinces*, [Quebec 1867; Ottawa, 1951] p. 35)

“It must be an independent House, having a free action of its own, for it is only valuable as being a regulating body, calmly considering the legislation initiated by the popular branch, and preventing any hasty or ill considered legislation which may come from that body, but it will never set itself in opposition against the deliberate and understood wishes of the people.” (The Right Honourable Sir John A. Macdonald, *Parliamentary Debates on Confederation of British North American Provinces*, [Quebec 1867, Ottawa, 1951] p. 36)



“We ought to place in the constitution a counterpoise to prevent any party legislation, and to moderate the precipitancy of any government which might be disposed to move too fast and go too far – I mean a legislative body able to protect the people against itself and against the encroachment of power.” (The Honourable J. Cauchon, Montmorency, in *Parliamentary Debates on Confederation of British North American Provinces*, [Quebec 1867, Ottawa, 1951] p. 572)

### **Quotes about upper houses in general**

“Combinations of these factors tend to mean that upper house members work more closely together, scrutinise legislation in more detail, become more expert in specialist topics and operate in a more consensual way which is less driven by the party whip. These are the distinguishing features of second chambers, which often help to ensure that they make a distinct and valuable contribution to the legislature.” (from “Second Chambers Overseas” by Meg Russell in *Political Quarterly* [Oxford: Oct./Dec. 1999])

“If a Second Chamber dissents from the First, it is mischievous; if it agrees, it is superfluous.” (Abbé Sieyès as quoted in S.D. Bailey, *The Future of the House of Lords*, [The Hansard Society, London, 1954] p. 17)

“... if we had an ideal House of Commons ... it is certain we should not need a higher Chamber.” (Walter Bagehot as quoted by S.D. Bailey, *The Future of the House of Lords*, [London: 1954] p. 21)

“A majority in a single assembly, when it has assumed a permanent character – when composed of the same persons habitually acting together and always assured of a victory in their own house – easily becomes despotic and overweening, if released from the necessity of considering whether its acts will be concurred in by another constitutional authority.” (John Stuart Mill, from *Representative Government*, as quoted in S.D. Bailey, *The Future of the House of Lords*, [The Hansard Society, London, 1954] p. 19)



“His [Sir John A. Macdonald’s] view of the necessity for a second chamber may be expressed briefly by the story told of Washington, which Sir John was fond of relating. It is said that on his return from France Jefferson called Washington to account for having agreed to a second chamber. ‘Of what use is the Senate?’ he asked, as he stood before the fire with a cup of tea in his hand, pouring the tea into his saucer as he spoke. ‘You have answered your own question,’ replied Washington. ‘What do you mean?’ ‘Why did you pour that tea into your saucer?!’ ‘To cool it,’ quoth Jefferson. ‘Even so,’ said Washington, ‘the



Senate is the saucer into which we pour legislation to cool.” (J. Pope, *Memoirs of the Rt. Hon. Sir John Alexander Macdonald*, [Ottawa, 1894] vol. II, p. 233)

### *“How does the Senate involve young Canadians?”*

#### **Senate page program**

Canadian university students who serve as Senate pages gain valuable work experience while pursuing their studies. Senate pages help senators in the chamber and committee rooms by delivering messages and other documents. Their work, assisting the Speaker and Table officers, gives them a front-row seat for national debates and lets them meet other young people from across Canada. In non-sitting periods, pages can gain work experience in the different parts of the Senate Administration. Career possibilities? The present Clerk of the Senate and Clerk of the Parliaments began working in the Senate as a page. For information on becoming a Senate page, contact Senate Human Resources in one of the ways listed at the end of this booklet.

#### **Senate cadet outreach program**

Under the Senate Cadet Outreach Program, members of the Royal Canadian Sea Cadets, Royal Canadian Army Cadets and Royal Canadian Air Cadets visit Ottawa and learn about the parliamentary process. They are given tours of major Parliament Hill sites and participate in briefings and question and answer sessions on the role of the Senate. The Program complements the citizenship component of the Canadian Cadet Movement, and takes place with the co-operation of the Navy, Army and Air Cadet Leagues, as well as the Directorate of Cadets.

#### **Youth organizations**

When the Senate is not sitting, various youth organizations are allowed to use the chamber. They learn about Parliament by staging mock debates and talking to senators. The Forum for Young Canadians, Encounters with Canada, and the Rotary Club's Adventures in Citizenship program are just some of the groups that are discovering Parliament on site. For information, contact Senate Communications via e-mail at the coordinates listed at the end of this booklet.

## Other parliamentary programs

The House of Commons and the Library of Parliament also offer programs that enable young people to gain work experience and learn about Canada's parliamentary system first-hand.

**Parliamentary Guide Program** – university students work as tour guides in the Parliament Buildings, sharpen their communications skills and meet other young people from across Canada.

**House of Commons Page Program** – university students assist members of the House of Commons in the chamber.

**The Teachers' Institute on Canadian Parliamentary Democracy** – teachers come from across Canada to Parliament Hill. They gain an insider's view of Parliament that they can later share with their students and their colleagues.

A videocassette has been produced by the Senate in order to assist teachers in explaining Canada's parliamentary system. It is accompanied by a teacher's guide.



### *“How do I find out more about the Senate?”*

The Senate offers you a variety of ways to keep up-to-date on its work.

#### **For general information:**

Telephone Senate Communications at (613) 992-1149, or toll-free at 1-800-267-7362.

E-mail us at [sencom@sen.parl.gc.ca](mailto:sencom@sen.parl.gc.ca).

#### **For employment information:**

Telephone Senate Human Resources at (613) 992-6943, or toll-free at 1-800-267-7362

#### **Please write to us with an inquiry, or to express your views:**

Senate of Canada, Parliament Buildings,  
Ottawa K1A 0A4

#### **Check out the Senate on the Internet**

(<http://www.parl.gc.ca/>). You'll find information on Senate debates, decisions and committee activities. The site also offers educational resources, visitor information, and senators' biographies, mailing addresses and phone numbers.

**Tune in to Senate activities.** Certain proceedings of the Senate and its committees are broadcast live over the Internet (<http://senate-senat.ca/webcast.asp>). In addition, the Senate televises certain committee meetings and other events live or on a delayed basis on the CPAC cable system. Check with your local cable company for the channel.

**Watch the Senate at work** from the chamber galleries or from the seating available to the public in committee rooms. Sitting times are available from Senate Communications.

**Senators care about what you have to say.** Give them your ideas for the Senate today! You can be connected to a senator's office by calling our toll-free number. Letters addressed to senators are postage-free.

Il y a plusieurs façons de se tenir au courant des travaux du Sénat.

Téléphonez à la direction des Communications du  
Sénat au (613) 992-1149 ou, sans frais,  
au 1-800-267-7362.

Écrivez-nous par courriel électronique à : [sencom@sen.parl.gc.ca](mailto:sencom@sen.parl.gc.ca)

Pour vous renseigner sur les possibilités d'emploi :  
Appelez à la direction des Ressources humaines du  
Sénat au (613) 992-6943, ou, sans frais,  
au 1-800-267-7362.

**Écrivez-nous pour demander des renseignements  
ou nous faire part de vos opinions à :**  
Sénat du Canada, Édifices du Parlement,  
Ottawa, K1A 0A4

**Venez visiter le site Internet du Sénat** (<http://www.parl.gc.ca/>). Vous y trouverez de l'information sur les débats du Sénat, sur ses décisions et sur les activités de ses comités. Le site vous offre aussi du matériel didactique, de l'information touristique, ainsi que les notes biographiques, l'adresse postale et le numéro de téléphone des sénateurs.

**Branchez-vous sur les activités des comités du Sénat.** Certaines séances sont télédiffusées en direct sur Internet (<http://senate-senat.ca/webcast.asp>). De plus, le Sénat télévisé certaines séances de comité et d'autres événements en direct ou en différé sur le réseau CPAC. Votre câblodistributeur local pourra vous indiquer le numéro du canal.

**Regardez le Sénat à l'œuvre à partir** des tribunes de la salle du Sénat ou des places mises à la disposition du public dans les salles de comité. La Direction des Communications du Sénat peut vous communiquer les heures de séance.

**Les sénateurs se soucient de ce que vous avez à dire.** Faites-leur part de vos idées concernant le Sénat dès aujourd'hui! Vous pouvez joindre le bureau d'un sénateur en appelant au numéro sans frais. Les lettres adressées aux sénateurs n'ont pas besoin d'être affranchies.

groupes qui découvrent de l'intérieur ce qu'est le Parlement. Pour plus d'information, communiquez avec la direction des Communications du Sénat, dont les coordonnées se trouvent en fin de brochure.

### **Autres programmes parlementaires**

La Chambre des communes et la Bibliothèque du Parlement offrent aussi des programmes qui permettent aux jeunes d'acquérir une expérience pratique et de se familiariser sur place avec le régime parlementaire canadien.

**Le programme des guides parlementaires** – des étudiants d'université guident les groupes qui viennent visiter les édifices du Parlement, apprennent à mieux communiquer et rencontrent des jeunes des autres régions du Canada.

**Le programme des pages de la Chambre des communes** – des étudiants d'université assistent les députés au cours des séances de la chambre

**Le Forum des enseignantes et des enseignants sur la démocratie parlementaire canadienne** regroupe sur la Colline du Parlement des enseignants de diverses régions du Canada, qui pourront ensuite partager avec leurs élèves, étudiants ou collègues la connaissance intime du Parlement qu'ils ont acquise.

Une vidéocassette expliquant le système parlementaire canadien a été créée par le Sénat pour les aider dans cette tâche. Cette vidéo est accompagnée d'un guide de l'enseignant.

« Que fait le Sénat pour les jeunes? »

### Le programme des pages du Sénat

Les étudiants d'universités canadiennes qui travaillent comme pages au Sénat acquièrent une précieuse expérience de travail tout en poursuivant leurs études. Les pages aident les sénateurs dans leur travail, en leur livrant messages et autres documents au Sénat comme en comité. Leur travail, qui consiste à assister le Président et les greffiers au Bureau, les place aux premières loges des grands débats nationaux et leur permet de rencontrer des jeunes des autres régions du pays. Lorsque le Sénat ne siège pas, les pages peuvent acquérir de l'expérience dans différents secteurs de l'administration. Cela peut ouvrir des carrières. L'actuel greffier du Sénat, par exemple a commencé comme page au Sénat, Pour en savoir plus sur la façon de devenir page au Sénat, communiquez avec le service des Ressources humaines du Sénat, dont les coordonnées figurent en fin de brochure.

### Le programme d'initiation des cadets

Dans le cadre du Programme d'initiation des cadets à la vie parlementaire, des cadets de la Marine, de l'Armée et de l'Air ont l'occasion de visiter Ottawa et de se renseigner sur les rouages du Parlement. Ils ont droit à une visite guidée des principaux attraits touristiques de la Colline et ils se rassemblent pour des séances d'information et des périodes de questions et de réponses sur le rôle du Sénat. Ce programme, qui cadre très bien avec l'aspect « citoyen-neté » du Mouvement des cadets du Canada, se déroule en collaboration avec les ligues de cadets de la Marine, de l'Armée et de l'Air, et avec la Direction des cadets.

### Les organisations de jeunes

Lorsqu'il ne siège pas, le Sénat autorise des organisations de jeunes à utiliser ses locaux. Ces jeunes s'initient au Parlement en organisant des débats fictifs et en discutant avec les sénateurs. Le Forum pour jeunes Canadiens, Rencontres du Canada, et le programme Aventures de citoyen-neté des clubs Rotary ne sont que quelques-uns des



dit qu'à son retour de France, Jefferson a sommé Washington de lui expliquer pourquoi il avait accepté l'idée d'une seconde chambre.

"À quoi peut bien servir le Sénat?" a-t-il demandé, debout devant le feu crépitant de la cheminée, une tasse de thé à la main, pendant qu'il en versait le contenu dans sa soucoupe.

"Vous venez de répondre à votre propre question," de répliquer Washington.

"Que voulez-vous dire?"

"Pourquoi avez-vous versé ce thé dans votre soucoupe?"

"Pour le faire refroidir," de répondre Jefferson.

"Tout à fait, de reprendre Washington. Le Sénat est ici la soucoupe dans laquelle nous versons les textes législatifs pour les laisser refroidir." » (J. Pope, *Memoirs of the Rt. Hon. Sir John Alexander Macdonald*, Ottawa, 1894, vol. II, p. 233)



« Une anecdote qu'on racontait au sujet de Washington, et que sir John A. Macdonald aimait reprendre, illustre bien ce qu'il pensait de la nécessité d'une seconde chambre. On

1954, p. 19)

*Future of the House of Lords*, The Hansard Society, Londres,

Representative Government, cité dans S.D. Bailey, *The*

autre autorité constitutionnelle. » (John Stuart Mill, tiré de

se préoccuper de faire entériner ses décisions par une

facilement despotique et outrepassant dès qu'elle n'a plus à

une majorité au sein d'une chambre d'assemblée devient

ment ensemble et sont toujours assurés de triompher –

composée des mêmes personnes qui travaillent régulièrement

« Lorsqu'elle prend un caractère permanent – parce que

nous pourrions satisfaire nos critiques. » (L'honorable Carl Goldenberg, [Québec] *Débats du Sénat*, le 11 janvier 1974, p. 1454)

« En notre qualité de sénateurs, nous occupons une position unique et différente de celle des députés élus de l'autre endroit. Le Sénat est bien plus qu'un lieu de réflexion. Nous avons été nommés pour représenter nos provinces respectives dans cette auguste assemblée. Nous avons été choisis pour procéder aux vérifications nécessaires et rééquilibrer la structure parlementaire quand la représentation par population entraîne certains déséquilibres favorisant les abus du pouvoir de la majorité parlementaire, comme nous en sommes témoins aujourd'hui. » (L'honorable Ernest Manning, sénateur, [Alberta] *Débats du Sénat*, le 18 mars 1981, p. 2102)

### Des chambres hautes en général

« La conjugaison de ces facteurs semble indiquer que les membres de la chambre haute travaillaient davantage en étroite collaboration, examinaient les projets de loi plus en détail, devenaient des spécialistes de questions pointues et adoptent une approche plus consensuelle, moins dirigée par le whip du parti. Tels sont les traits caractéristiques des secondes chambres, et c'est ce qui leur permet souvent de faire une contribution à la fois distincte et utile au travail du Parlement. » (Tiré de « Second Chambers Overseas » de Meg Russell, dans *Political Quarterly*, Oxford, oct.-déc. 1999)

« Si une seconde chambre n'est pas d'accord avec la première, elle est malveillante; si elle est d'accord, elle est superflue. » (Abbé Sieyès, cité dans S.D. Bailey, *The Future of the House of Lords*, The Hansard Society, Londres, 1954, p. 17)

« [...] si nous avions une Chambre des communes idéale... il est certain que nous n'aurions pas besoin de chambre haute. » (Walter Bagehot, cité dans S.D. Bailey, *The Future of the House of Lords*, The Hansard Society, Londres, 1954, p. 21)

« Ce geste du Sénat a été amèrement critiqué... Si nous adoptons rapidement une mesure législative, on nous accuse de le faire aveuglément. Si nous nous prévalons du pouvoir constitutionnel que nous confère l'Acte de l'Amérique du Nord britannique, on nous conteste le droit d'agir comme nous le faisons. Je ne sais pas comment

1968, p. 310)

*Canadian Constitution*, McClelland and Stewart Limited, (E. Russell Hopkins, *Confederation at the Crossroads*, The tout autre aspect de l'entente constitutionnelle proposée. » Confédération ont accordé plus d'attention au Sénat qu'à « Les négociateurs qui ont préparé le terrain pour la

1965, p. 198)

*Senate of Canada / 1925-1963*, University of Toronto Press, versées aux statuts du Canada. » (F.A. Kunz, *The Modern* fiables et durables qui font partie des lois les mieux faites communes. Le Sénat a produit des mesures législatives ont fait plus que faire gagner du temps à la Chambre des pondérée. Les services rendus par le Sénat dans de tels cas législative, des talents juridiques et financiers et une étude mesures de codification qui exigent une grande expérience volumineuses, complexes et très techniques comme les était le bon endroit où étudier les mesures législatives « [...] les gouvernements ont toujours trouvé que le Sénat

primée, Toronto : McClelland and Stewart, 1963, p. 37)

*The Unreformed Senate of Canada*, version révisée et réimprimée, qu'ils attachaient à cette question. » (Robert A. MacKay, sur les détails de l'Union, ce qui démontre l'importance jours complets sur les 14 jours qu'ont duré les discussions problème de la nature de la deuxième chambre presque six « [...] les hommes d'État réunis à Québec ont consacré au

direction de J.O. Miller, Londres, 1917, p. 50)

of the New Era », dans *The New Era in Canada*, sous la égard est salutaire. » (Sir Clifford Sifton, « The Foundation face au Cabinet, et il est certain que son influence à cet contrepois moins face à la Chambre des communes que de la Chambre des communes... Le Sénat joue un rôle de du Cabinet a tendance à augmenter au détriment de celui « Il ne faut pas oublier que dans notre régime, le pouvoir



royale ou un groupe de travail, étant donné que les membres sont déjà payés et que le personnel de soutien est déjà là. » (Mémoire à la Royal Commission on Reform of the House of Lords, présenté par un groupe de défense de la démocratie, Charter88)

« Il y aura, pour le Canada, un parlement composé de la Reine, d'une chambre haute appelée le Sénat, et d'une Chambre des communes. » (*Loi constitutionnelle de 1867*, article 17)

« [...] le conseil législatif (le Sénat) – dont la mission est de modérer et de contrôler la législation... » (Le très honorable Sir John A. Macdonald, *Débats parlementaires sur la question de la confédération des provinces de l'Amérique du Nord*, Québec 1867, Ottawa, 1951, p. 35)

« [...] une chambre indépendante, douée d'une action propre, et ce n'est qu'à ce titre qu'elle pourra modérer et contrôler avec calme la législation de l'assemblée et empêcher la maturité de toute loi intempestive ou pernicieuse passée par cette dernière, sans jamais oser s'opposer aux vœux réfléchis et définis des populations. » (Le très honorable Sir John A. Macdonald, dans *Débats parlementaires sur la question de la Confédération des provinces de l'Amérique du Nord*, Québec 1867, Ottawa, 1951, p. 37)

« [...] nous devons placer dans la constitution un contre-poids qui empêche toute législation trop hâtive et arrête, dans sa marche, tout gouvernement qui voudrait aller trop vite et trop loin; c'est-à-dire, un corps législatif qui puisse protéger le peuple contre lui-même et le protéger contre le pouvoir. » (L'honorable J. Cauchon, [Montmorency], dans *Débats parlementaires sur la question de la Confédération des provinces de l'Amérique du Nord*, Québec 1867, Ottawa, 1951, p. 577)

« En effet, ce n'est pas peu dire, que de pouvoir prétendre qu'un Sénat révèle sa valeur non seulement par les lois qu'il propose lui-même : mais aussi par le fait qu'il peut empêcher la sanction de mauvaises lois adoptées par la Chambre basse. » (Sir Richard Cartwright, *Débats du Sénat*, 17 mai 1906, p. 516)

## « Qu'est-ce qu'on dit du Sénat? »

## Du Sénat du Canada en particulier

« [...] pour l'heure, ce qui est important, c'est que le Sénat fait son travail et le fait bien. » (Le très honorable Jean Chrétien, *Débats de la Chambre des communes*, 4 mars 1999, p. 12447)

« Aux comités du Sénat, le temps n'est pas aussi critique. Les sénateurs peuvent aller au fond du problème, d'habitude en toute collégialité. De cette façon, tant les témoins que les sénateurs sortent gagnants. » (L'honorable John Lynch-Staunton, chef de l'opposition au Sénat, *Revue parlementaire canadienne*, été 2000, p. 12)

« Au moins tous les cinq ans, les sièges de la Chambre des communes se libèrent à l'occasion des élections générales. Les ministres vont et viennent. Certains gouvernements n'ont pas duré plus de quatre ou cinq mois, mais l'effectif du Sénat est plus constant. Notre roulement est beaucoup plus graduel. Il est environ trois ou quatre fois moins rapide qu'à la Chambre des communes, où le mandat est d'une durée maximale de cinq ans. Notre effectif connaît un renouvellement progressif et régulier étant donné que seulement quelques sièges à la fois se libèrent et que de nouveaux sénateurs sont convoqués pour les occuper. Le Sénat est la mémoire institutionnelle du Parlement, et l'incarnation du principe fédéral ayant pour objet de protéger les intérêts des régions et des minorités contre la règle de la majorité simple de la Chambre des communes, qui est la plupart du temps la règle du Canada central, qui recueille une minorité des voix à l'échelle nationale à l'occasion des élections générales. » (L'honorable Serge Joyal, c.p., o.c., sénateur, *Débats du Sénat*, 10 mai 2000, p. 1317)

« Le Sénat canadien est un modèle possible : il a fait enquête sur des enjeux importants comme la pauvreté, la politique scientifique, les relations étrangères, l'efficacité des ministères. On voit non seulement qu'il en sort des rapports utiles qui ont amené le gouvernement à modifier les lois ou ses politiques, mais qu'il en coûte moins cher que si ces enquêtes étaient faites par une commission

demande à la souveraine que le projet de loi devienne loi et consent à s'y soumettre. Après lecture à voix haute du titre du projet de loi, le représentant de la souveraine hoche la tête pour signifier son consentement et le projet devient loi. Un projet de loi devenu loi peut entrer en vigueur le jour même de la sanction royale ou à une date ultérieure précisée dans le projet. La mesure législative est envoyée à la résidence de la gouverneure générale, qui la signe plus tard. L'original portant la signature est enfin déposé aux archives du greffier du Sénat, qui est aussi le greffier des Parlements.

## Le discours du Trône

Lui au Parlement et télédiffusé dans tout le pays, le discours du Trône expose le programme du gouvernement pour la session parlementaire qui s'ouvre. Cette cérémonie réunit la souveraine, le Sénat et la Chambre des communes pour l'inauguration d'une nouvelle session. Les députés sont convoqués au Sénat, où la gouverneure générale, le premier ministre, les membres du Conseil privé et les sénateurs les attendent. Lorsque le président de la Chambre des communes et les députés arrivent au Sénat, ils s'approchent de la barre. S'il s'agit de la première session d'une nouvelle législature, ou si le président est nouvellement élu, le président demande la reconnaissance des droits et des privilèges habituels de la Chambre des communes. La gouverneure générale lit ensuite le discours – rédigé par le cabinet du premier ministre – dans lequel le gouvernement annonce son programme politique et législatif.

## Le décor de la salle du Sénat

La salle du Sénat crée une impression de chapelle comme-moratoire. Huit grands tableaux de scènes de la Première Guerre mondiale, commandés par lord Beaverbrook, un Canadien d'origine, ornent les murs derrière les rangées de pupitres des sénateurs. La salle est de style gothique, tout comme l'édifice qui l'abrite. La flore et la faune du Canada sont le thème des gravures en pierre et en bois qui la décorent. Percés dans la partie supérieure de fenêtres en vitrail, les murs supportent un plafond doré orné d'écussons des peuples fondateurs. Le buste de la première souveraine, la couleur rouge de la salle, les noms des anciens gouverneurs généraux au plafond et d'autres symboles royaux évoquent un troisième thème : c'est l'endroit où la gouverneure générale rencontre, au nom de la souveraine, les représentants du peuple « réunis en Parlement ».



## Les dirigeants du Sénat

Le greffier et les greffiers au Bureau prennent place autour de la table qui se trouve dans l'allée centrale. Ils conseillent le Président sur la procédure et les règles à suivre. Leurs fonctionnaires qui assistent à la séance consignent les délibérations et les décisions, dans les deux langues officielles, dans les *Débats du Sénat* et les *Journaux du Sénat*. La masse, posée sur la table, pointe en direction des trônes; c'est le symbole de l'autorité conférée au Sénat. À l'entrée de la salle, à l'intérieur de la balustrade en laiton qu'on appelle « la barre », se trouve l'huissier du Bâton noir. Son nom lui vient du bâton d'ébène qu'il porte comme symbole de son autorité. Il s'en sert pour frapper aux portes de la Chambre des communes et convoquer les députés au Sénat pour le discours du Trône ou la sanction royale des projets de loi. Sans être présent dans la salle du Sénat, le légiste et conseiller parlementaire se tient prêt à conseiller les sénateurs sur leurs droits constitutionnels, qui sont d'assister aux séances du Sénat, d'y prendre la parole et d'y voter. Les sénateurs chargent souvent le légiste de rédiger leurs projets de loi et les amendements qu'ils comptent présenter.

## Les cérémonies

La salle du Sénat est le théâtre de cérémonies importantes comme la sanction royale et le discours du Trône. Ces cérémonies nous rappellent que les législateurs participent à un processus public très minutieux qui exige la collaboration des trois composantes du Parlement.

## La sanction royale

À cette dernière étape du processus législatif, les trois entités qui composent le Parlement se réunissent pour participer à la tradition ancienne, riche de symboles, par laquelle un projet de loi devient loi. Un représentant de la souveraine, parfois la gouverneure générale mais le plus souvent un juge de la Cour suprême du Canada qui la remplace, fait son entrée dans la salle du Sénat et prend place à l'avant au centre. Les sénateurs sont à leur place. Alors l'huissier du Bâton noir convoque les députés à la salle du Sénat. Leur président en tête, les députés se réunissent à l'arrière de la salle du Sénat. Par leur présence, les parlementaires des deux chambres indiquent que la population canadienne



## Le Président

Lorsque le Sénat siège, le Président prend place au fauteuil. Les sénateurs du parti au pouvoir se placent à sa droite et ceux de l'opposition, à sa gauche. Le Président du Sénat est nommé par la gouverneure générale, sur proposition du premier ministre. Il doit notamment maintenir l'ordre et diriger les débats du Sénat afin de faire avancer les travaux. Le Président tranche les appels au Règlement, mais il est permis d'en appeler au Sénat de ses décisions.

## Le Leader du gouvernement

Le Leader du gouvernement au Sénat y représente le gouvernement et siège au Cabinet. Ses fonctions consistent notamment à répondre lors de la période des questions et à assurer le suivi des mesures d'initiative gouvernementale. Il fait d'office partie de tous les comités permanents du Sénat.

## Le Chef de l'Opposition

En plus de mener ses troupes au cours des débats, le chef de l'Opposition au Sénat coordonne les activités quotidiennes de l'opposition et discute des travaux du Sénat avec le Leader du gouvernement. Également membre d'office de tous les comités permanents, il y dirige aussi en partie le travail de l'opposition.

## Le Leader adjoint du gouvernement et le Chef adjoint de l'Opposition

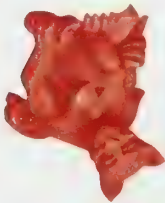
Le Leader adjoint et le Chef adjoint aident leur leader respectif à préparer et à gérer les travaux du Sénat. Le Leader adjoint du gouvernement doit aussi veiller aux affaires courantes au Sénat.

## Les whips

Les whips tiennent les sénateurs de leur camp au courant des travaux et du calendrier du Sénat et s'assurent qu'il y a quorum, tant aux séances du Sénat que des comités. Un rôle des plus importants est d'assurer la présence de leurs sénateurs lors des votes.

« Comme on l'a vu, le mode de représentation régionale au Sénat était l'un des caractères essentiels de cet organisme lors de sa création. Sans lui, le caractère fondamental du Sénat en tant que partie du système fédéral canadien disparaît. »

— La Cour suprême du Canada, Renvoi : Compétence du Parlement relativement à la Chambre haute, [1980] 1 R.C.S. 54, p. 76



# « Que se passe-t-il dans la salle du Sénat? »

## Une différence dans le débat

Le Règlement permet au Sénat de siéger du lundi au vendredi et de se réunir aussi souvent qu'il le faut. D'habitude, le Sénat siège en séance plénière le mardi, le mercredi et le jeudi. Le lundi et le vendredi sont des jours de bureau et de déplacement, sauf pendant les périodes les plus chargées. Ils permettent notamment aux sénateurs de se rendre dans leur province respective pour rencontrer les gens qu'ils représentent.

Durant les séances en chambre, les sénateurs consacrent une partie de la journée à diverses activités, comme la présentation de pétitions, le dépôt de documents, l'examen de rapports de comités et l'adoption de lois. La période des questions leur donne l'occasion d'interroger le leader du gouvernement au Sénat sur les orientations et la politique du gouvernement.

Comme les sénateurs n'ont pas à se faire élire, les débats au Sénat diffèrent sensiblement de ceux d'autres assemblées législatives. Ils sont souvent moins partisans et se concentrent davantage sur la question étudiée. Mais quand ils portent sur des sujets controversés, ils peuvent être aussi houleux qu'à la Chambre des communes.

Au Sénat, les enjeux nationaux, les préoccupations des régions et les protestations trouvent rapidement audience. À deux jours d'avis, les sénateurs peuvent lancer un débat sur des sujets auxquels la population attache de l'importance. S'ils reçoivent un appui suffisant, ils peuvent charger un comité d'approfondir les choses, avec toute la visibilité possible dans l'opinion publique.

## Qui fait quoi au Sénat

Une fois franchies les portes imposantes de la salle du Sénat, on aperçoit une grande pièce au plancher recouvert de tapis rouge et aux murs ornés de boiserie de chêne. Au fond, une plate-forme surélevée porte le fauteuil du président, derrière lequel se trouvent les trônes utilisés par la reine ou son représentant, la gouverneure générale, et le conjoint.



« ... la réduction de la durée des fonctions pourrait nuire au bon fonctionnement du Sénat qui assure, pour reprendre les paroles de Sir John A. Macdonald, "un deuxième coup d'œil attentif à la loi". L'Acte prévoit une constitution semblable, en principe, à celle du Royaume-Uni, où les membres de la Chambre des lords siègent à vie. L'imposition de la retraite obligatoire à l'âge de soixante-quinze ans n'a pas modifié le caractère essentiel du Sénat. »

— La Cour

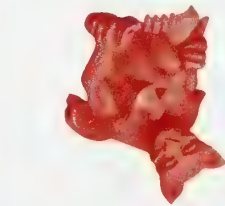
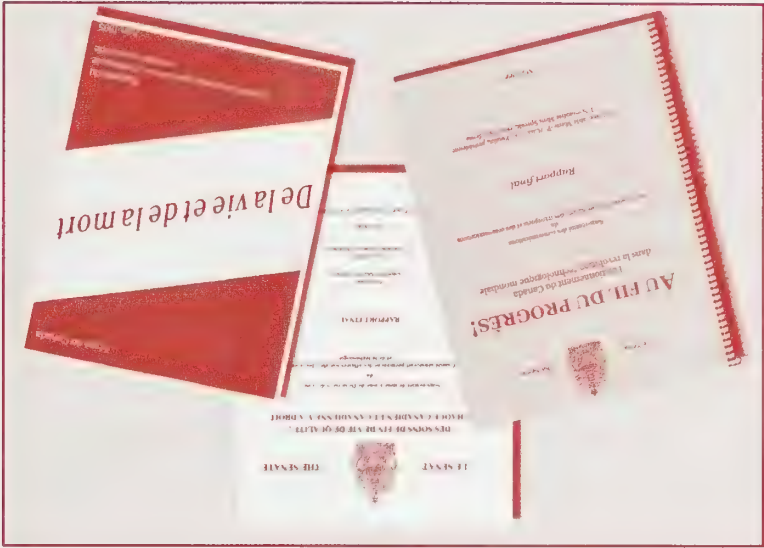
suprême du Canada, Renvoi : Compétence du Parlement relativement à la Chambre haute, [1980] 1 R.C.S. 54, pp. 76-77

En 1999, un sous-comité du Sénat entreprenait de faire le point sur le rapport de 1995 sur l'euthanasie et l'aide au suicide, *De la vie et de la mort*. Son propre rapport, *Des soins de fin de vie de qualité*, a été rendu public en juin 2000. Ces deux rapports sont aujourd'hui utilisés par des universités canadiennes dans des cours d'éthique médicale. Les sénateurs ont constaté que seulement 5 p. 100 des mourants recevaient des soins palliatifs intégrés et interdiciplinaires, et que les soins de fin de vie n'étaient plus une priorité avec la réduction des budgets de santé. Le rapport du sous-comité réclame une stratégie nationale pour garantir à tous et chacun des soins de fin de vie de qualité, afin d'éviter dans la mesure du possible tout stress physique, émotionnel ou spirituel. Le rapport recommande aussi que le gouvernement fédéral adopte des mesures de sécurité du revenu et de protection de l'emploi pour les membres d'une famille qui s'occupent d'un mourant.



## La représentation de groupes marginalisés

Le Sénat contribue souvent à attirer l'attention sur des personnes et des groupes dont les droits et les intérêts sont marginalisés dans notre société. Les jeunes, les pauvres, les personnes âgées, les anciens combattants ne sont que quelques-uns des groupes qui ont pu bénéficier d'une tribune publique grâce aux enquêtes des comités du Sénat. En 1995, un sénateur autochtone a demandé au Comité sénatorial permanent des peuples autochtones d'étudier le traitement inéquitable des anciens combattants autochtones. Le comité a trouvé que ces Autochtones avaient été victimes d'injustices et a recommandé notamment de créer un programme de bourses d'études pour honorer leur mémoire. En 1996, le gouvernement fédéral a donné suite à cette recommandation en créant le Fonds fiduciaire de bourses d'études des anciens combattants autochtones à l'intention des jeunes Autochtones du Canada qui poursuivent des études postsecondaires.



« Dans la mesure où l'Acte renferme un compromis en vertu duquel les provinces primitives consentaient à se fédérer, il est important de ne pas perdre de vue que le maintien des droits des minorités était une des conditions aux-quelles ces minorités consentaient à entrer dans la fédération et qu'il constituait la base sur laquelle toute la structure allait par la suite être érigée. »

– Citation de lord Sankey L.C., la Cour suprême du Canada, Renvoi : Compétence du Parlement relativement à la Chambre haute, [1980] 1 R.C.S. 54, p. 71



« Or, l'essence de notre

convention est que

l'union sera fédérale et

nullement législative.

Nos amis du Bas-

Canada ne nous ont

concé la représentation

qu'après la popula-

tion d'après la popula-

tion qu'à la condition

l'égalité dans le conseil

express qu'ils auraient

légalité. Ce sont là les

seuls termes possibles

d'arrangement ... »

— Citation de

l'honorable

George Brown,

la Cour suprême

du Canada,

Renvoi :

Compétence du

Parlement rela-

tivement à la

Chambre haute,

[1980] 1 R.C.S.

54, p. 67

Mais il reste encore bien des façons aux sénateurs de s'acquitter de leurs responsabilités régionales. Quand ils se penchent sur les projets de loi et les questions du jour, les sénateurs en examinent les répercussions sur les provinces qu'ils représentent. Ainsi, les comités du Sénat invitent souvent des représentants d'une province ou d'un territoire à venir témoigner lorsqu'ils étudient un projet de loi qui les concerne particulièrement.

En octobre 2001, le Comité sénatorial permanent des finances nationales a entrepris un examen de l'efficacité de l'actuelle politique de péréquation et des possibilités de l'améliorer. Le Comité a soumis en mars 2002 un rapport confirmant l'importance du Programme de péréquation. Ce programme vise à aider les gouvernements des provinces à offrir aux Canadiens des services de niveau comparable à des taux d'imposition semblables. Sans un tel programme, il existerait une grande disparité dans les services publics essentiels d'une région à l'autre du pays.

Les sénateurs se réunissent aussi en caucus régionaux pour discuter de mesures législatives et d'orientations politiques et pour planifier leur stratégie. Ils demeurent en contact avec des particuliers, des gens d'affaires et des groupes communautaires de leur province et font part de leurs préoccupations au Parlement.

Le rôle de représentation du Sénat peut aussi prendre d'autres voies. Il est arrivé, par exemple, qu'un parti forme un gouvernement sans avoir réussi à faire élire un seul député dans une province donnée. Afin d'assurer l'équilibre entre les régions, le premier ministre a alors nommé au Cabinet des sénateurs de la province en cause.

« Comment les sénateurs peuvent-ils  
représenter la population canadienne  
s'ils ne sont pas élus? »

## La défense des intérêts des régions

Les fondateurs de la Confédération ont confié au Sénat un rôle important, celui de protéger les intérêts des régions, des provinces et des minorités. En attribuant à chaque région le même nombre de sièges, ils ont voulu garantir leur égalité de représentation au Sénat. Comme des sièges s'y sont ajoutés chaque fois qu'une province ou un territoire adhérerait à la Confédération, le Sénat compte aujourd'hui 105 sièges répartis entre les divisions suivantes :

- Les Maritimes 24 (Nouveau-Brunswick 10, Nouvelle-Écosse 10, Île-du-Prince-Édouard 4)
- L'Ontario 24
- Le Québec 24
- L'Ouest 24 (Colombie-Britannique 6, Alberta 6, Saskatchewan 6, Manitoba 6)
- Autres représentants 9 (Terre-Neuve et Labrador 6, Territoires du Nord-Ouest 1, Territoire du Yukon 1, Nunavut 1)

La Constitution permet au gouvernement, avec l'aval de la souveraine, d'ajouter temporairement de quatre à huit sièges au Sénat (un peu moins de 8 p. 100 du total). Un gouvernement peut recourir à cette mesure extraordinaire en vue de sortir d'une impasse législative. Ce recours n'a été utilisé qu'une fois jusqu'ici.

Le Parlement compte maintenant 406 sièges, dont environ les trois quarts à la Chambre des communes (301) et le quart au Sénat (105). La répartition des sièges respecte les principes de la démocratie : le bassin démographique du centre du Canada – que représentent 55 p. 100 des sièges des deux chambres – élit environ 60 p. 100 des députés fédéraux. Elle respecte aussi le principe des régions : la population des régions moins peuplées du Canada est représentée par une majorité de 54 p. 100 des sièges au Sénat.

Au fil des ans, les gouvernements des provinces sont devenus les principaux défenseurs des intérêts régionaux.

En 2000, le Sénat a fait un examen en profondeur du projet de loi C-20, par une étude rigoureuse menée par le comité compétent et par un débat exhaustif en troisième lecture. Bien que le Sénat ait fini par l'adopter sans amende-ment, les commentateurs ont reconnu que le Sénat avait rendu un précieux service au public, en passant le projet de loi à la loupe et en attirant l'attention sur plusieurs questions et enjeux importants.

## Modifier la Constitution

Le Parlement peut modifier la Constitution de son propre chef si les changements ne touchent que le pouvoir fédéral. Comme pour tous les autres projets de loi proposés au Parlement, le Sénat a un pouvoir de veto sur ces modifications.

D'autres types de modifications constitutionnelles touchent à la fois les pouvoirs provinciaux et fédéraux. Comme les assemblées législatives des provinces touchées doivent donner leur aval, le Sénat et les provinces parlent dans ce cas au nom des régions. Si le Sénat et les provinces ne sont pas d'accord, la Constitution joue en faveur des provinces. La modification peut se faire sans l'approbation du Sénat si les provinces sont d'accord et si la Chambre des communes appuie de nouveau la mesure malgré l'opposition sénatoriale. La Chambre des communes doit toutefois attendre six mois avant de se prononcer une deuxième fois. Ce pouvoir du Sénat d'obliger la Chambre des communes et les provinces à réfléchir pendant six mois s'appelle le veto suspensif.

« ... nous sommes d'avis que, bien que [la Constitution] permette au Parlement d'apporter certains changements à la constitution actuelle du Sénat, il ne lui permet pas d'apporter des modifications qui porteraient atteinte aux caractéristiques fondamentales ou essentielles attribuées au Sénat pour assurer la représentation régionale et provinciale dans le système législatif fédéral. »

— La Cour suprême du Canada, Renvoi : Compétence du Parlement relativement à la Chambre haute, [1980] 1 R.C.S. 54, pp. 77-78







« En créant le Sénat de la manière prévue à l'Acte, il est évident qu'on voulait en faire un organisme tout à fait indépendant qui pourrait revoir avec impartialité les mesures adoptées par la Chambre des communes. On y est arrivé en disposant que les membres du Sénat seraient nommés à vie. »

– La Cour suprême du Canada, Renvoi : Compétence du Parlement relativement à la Chambre haute, [1980] 1 R.C.S. 54, p. 77

Le Sénat peut rejeter des projets de loi du gouvernement sans provoquer les répercussions politiques spectaculaires qu'entraînerait une décision semblable de la Chambre des communes. En effet, lorsque celle-ci rejette un important projet de loi, le gouvernement démissionne habituellement et des élections sont déclenchées. Mais si un projet de loi est rejeté au Sénat, le gouvernement peut recommencer à zéro et en présenter un nouveau.

En 1998, après avoir longuement entendu et consulté un large échantillon de témoins, le Comité des affaires juridiques et constitutionnelles s'est opposé à la promulgation du projet de loi C-220. Cette mesure, qui n'était pas un projet de loi émanant du gouvernement, mais qui avait été adoptée par la Chambre des communes, aurait donné au gouvernement le pouvoir de censurer tout ouvrage rédigé par une personne reconnue coupable d'un crime si l'ouvrage était substantiellement basé sur le crime pour lequel la personne avait été condamnée. Les sénateurs membres du Comité ont jugé que le projet de loi était en contradiction flagrante avec l'article 2 de la Charte canadienne des droits et libertés, qui garantit la liberté d'expression. Le Sénat a accepté la recommandation du Comité et le projet de loi a été rejeté.

## Retarder l'adoption d'un projet de loi

Le Sénat peut aussi retarder un projet de loi ou décider de ne pas y donner suite. Sans être rejeté officiellement, le projet de loi reste alors en plan à la fin de la session. Dans certaines circonstances, l'action du Sénat ou son inaction peut persuader un gouvernement de demander un nouveau mandat à la population.

En 1988, la population canadienne a pu se prononcer sur l'accord de libre-échange avec les États-Unis parce que le Sénat a retardé l'adoption du projet de loi C-130, qui visait à le mettre en œuvre. Le gouvernement a donc déclenché des élections et, dès son retour au pouvoir, il a présenté un projet de loi semblable, que le Parlement a rapidement adopté.

Dans d'autre cas, le Sénat peut retarder un projet de loi pour l'examiner plus à fond que ne l'a fait la Chambre des communes ou pour attirer l'attention du public sur la question à l'étude.



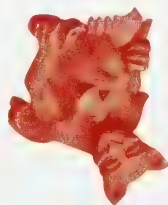
En 2001, le Sénat a étudié le projet de loi C-7, Loi sur le système de justice pénale pour adolescents. Des réserves ont été exprimées au Sénat au sujet de ce qui est prévu dans le projet de loi à l'égard des adolescents autochtones. Des amendements au projet de loi ont donc été recommandés pour tenir compte de la situation particulière de ce groupe. Le Sénat a adopté les amendements qui ont par la suite été approuvés par la Chambre des communes et intégrés dans la loi.

De février 1996 à octobre 2000, période qui couvre trois sessions du Parlement, le Sénat a apporté 61 amendements à 15 des 161 projets de loi d'initiative ministérielle émanant de la Chambre des communes. Cela signifie qu'il a amendé 9 % des projets de loi d'initiative ministérielle émanant des Communes. La Chambre a, quant à elle, accepté tous les amendements du Sénat tels quels, sauf deux, qui ont aussi été adoptés avec de légères modifications.

Même lorsque la Chambre des communes refuse un amendement du Sénat, le processus même attire l'attention sur le point en litige. Les aspects controversés d'un projet de loi méritent toujours d'être examinés de plus près par le gouvernement ou par les médias, et ils le sont habituellement.

## Rejeter un projet de loi

La Constitution du Canada permet aux deux chambres du Parlement de rejeter des mesures législatives qui lui sont soumises par l'autre chambre : c'est le pouvoir de veto. Le Sénat ne s'oppose pas très souvent à la volonté de la Chambre des communes, mais il l'a déjà fait. Il a notamment examiné la possibilité de recourir à son veto dans le cas d'une mesure à laquelle la population était opposée et pour laquelle le gouvernement n'avait pas de mandat électoral, dans le cas d'un projet de loi qui n'était manifestement pas de la compétence constitutionnelle du Parlement, et dans d'autres circonstances exceptionnelles.



« Un but primordial de l'institution du Sénat, en tant que partie du système législatif fédéral, était donc d'assurer la protection des divers intérêts régionaux au Canada quant à l'adoption de la législation fédérale. »

— La Cour suprême du Canada, Renvoi : Compétence du Parlement relativement à la Chambre haute, [1980] 1 R.C.S. 54, p. 67

Le gouvernement peut présenter des projets de loi au Sénat et il en profite souvent. Il allège ainsi le calendrier de travail de la Chambre des communes. Les projets de loi complexes et techniques, qui sont de nature moins partisane, se prêtent particulièrement à l'étude initiale au Sénat. Les projets de loi de mise en œuvre de traités fiscaux en sont un bon exemple. Quand il le juge à propos, le Sénat peut faire l'étude préalable d'un projet de loi qui a été déposé à la Chambre des communes, sans attendre qu'il lui soit référé. Les projets de loi d'intérêt privé, pour leur part, sont maintenant toujours présentés au Sénat. Soumis par un citoyen, ils visent les besoins d'une personne ou d'une institution ou entreprise plutôt que ceux de la population en général. Au XIX<sup>e</sup> siècle, ils offraient un moyen populaire de constituer et de réglementer les sociétés ferroviaires et les organisations religieuses qui ont ouvert l'Ouest. Pour la plus grande partie du XX<sup>e</sup> siècle, les divorces devaient faire l'objet, dans certaines provinces, d'un projet de loi d'intérêt privé déposé au Sénat. Des mesures plus récentes avaient pour objet d'autoriser des mariages que la loi interdit par ailleurs, de relancer des entreprises, de permettre à des entreprises de changer de province ou de statut, ou de constituer et réglementer des organismes de bienfaisance et d'autres organisations sans but lucratif. Les projets de loi d'intérêt privé sont un outil précieux dans la mesure où ils font ressortir des lacunes du droit.

Les projets de loi financiers qui visent à percevoir ou à débours des fonds publics sont les seuls qui ne peuvent émaner du Sénat. Toujours proposés par le gouvernement et étudiés d'abord à la Chambre des communes, ils ne sont soumis au Sénat qu'après avoir franchi cette étape. Le Sénat peut adopter ou rejeter les projets de loi financiers. Il peut aussi les amender mais seulement pour réduire les taxes, les impôts ou les dépenses publiques.

## Amender les mesures législatives

Le Sénat joue un rôle clé dans l'amendement des projets de loi adoptés par la Chambre des communes. Les sénateurs possèdent les compétences nécessaires pour examiner un projet de loi en détail et leur calendrier de travail est assez souple pour qu'ils puissent y consacrer plus de temps au besoin. Il en résulte des mesures législatives plus efficaces et durables.

## Le système législatif

### Comment un projet de loi devient loi

1. Adoption par la première Chambre (parfois le Sénat, habituellement la Chambre des communes).
2. Adoption par la deuxième Chambre (habituellement le Sénat, parfois la Chambre des communes).
3. Sanction royale accordée par la gouverneure générale (le projet de loi devient loi sur l'avis et avec le consentement des deux Chambres).

### Adoption par une Chambre :

- Première lecture (le projet de loi est reçu et diffusé).
- Deuxième lecture (le principe du projet de loi est débattu : répond-il à l'intérêt public?)
- Etape de l'étude en comité
  - audiences publiques,
  - étude du projet de loi article par article par les membres du comité, et
  - adoption par le comité d'un rapport avec ou sans amendement.
- Etape du rapport (le rapport du comité est étudié par toute la Chambre).
- Troisième lecture (le projet de loi reçoit l'approbation finale).
- Le projet de loi est envoyé à l'autre Chambre ou soumis à la sanction royale.

### Initiative législative

Si un sénateur juge une loi nécessaire, il peut lui-même en présenter le projet. Celui-ci peut alors franchir ou non toutes les étapes nécessaires pour devenir loi. Même s'il n'est pas adopté, un projet de loi peut néanmoins contribuer à faire ressortir un problème, à susciter le débat et pousser à l'action. Voici un exemple de projet de loi du Sénat qui est devenu loi :

En 1995, le Sénat a présenté une mesure environnementale qui s'appelle la *Loi sur les carburants de remplacement*. Adoptée par le Parlement, cette loi amènera le gouvernement fédéral à transformer progressivement, d'ici l'an 2004, les trois quarts de ses véhicules pour qu'ils fonctionnent avec d'autres carburants que l'essence.



« Le Sénat doit-il approuver les projets de loi? Peut-il en proposer? »

Tout système a besoin d'équilibre et le système législatif n'y fait pas exception. Une chambre a pu adopter une loi trop rapidement ou des groupes intéressés peuvent juger qu'ils n'ont pas eu la chance de se faire entendre. C'est pourquoi la Constitution du Canada exige que les projets de loi reçoivent l'approbation séparée du Sénat et de la Chambre des communes pour devenir loi.

## Les aspects fondamentaux du processus législatif

Le processus législatif s'amorce par la présentation d'un projet de loi qui vise à créer une nouvelle loi ou à en modifier une qui existe déjà. Il s'agit, dans la plupart des cas, de projets de loi publics, ce qui signifie qu'ils portent sur une question d'intérêt public comme les taxes et les dépenses, la santé et les programmes sociaux, la défense et l'environnement. Les projets de loi peuvent être présentés au Sénat

(projets de loi S-) ou à la Chambre des communes (projets de loi C-), d'où la majeure partie des projets d'intérêt public émanent. Dans chaque chambre, tout projet de loi doit franchir des étapes officielles. D'abord, il passe par une série de trois « lectures », au cours desquelles les parlementaires débattent de la mesure proposée. Avant la troisième et dernière lecture, chaque chambre renvoie le projet de loi à un comité qui l'examine en détail. Le comité entend des témoins avant d'entreprendre l'étude détaillée, article par article, en se fondant sur les opinions exprimées.

Quatre possibilités s'offrent à chaque chambre : adopter le projet de loi, le modifier, le reporter ou le rejeter. Une chambre refuse parfois des amendements apportés par l'autre, mais les deux finissent habituellement par s'entendre. Toute loi du Canada est « édictée » officiellement par la souveraine « sur l'avis et avec le consentement » du Sénat et de la Chambre des communes. Après avoir été approuvée par les deux chambres, le projet de loi doit donc obtenir la sanction royale pour devenir loi.



Au fil du progrès ! Positionnement du Canada dans la révolution technologique mondiale (mai 1999)  
 L'hormone de croissance bovine recombinante (STbr) et ses effets sur la santé des humains et des animaux (mars 1999)  
 La crise en Asie : répercussions sur la région, le Canada et le monde (décembre 1998)  
 Les pratiques de régie interne des investisseurs institutionnels (novembre 1998)  
 Gardien de notre histoire : Etude sur l'avenir, le financement et l'autonomie du Musée canadien de la guerre (mai 1998)

Bien des comités ont fait œuvre de pionnier dans leur domaine, et leurs rapports servent encore de références. Voici quelques titres qui pourraient vous intéresser :

Rapport du Comité spécial du Sénat sur la Société de développement du Cap-Breton (deux rapports : juin 1996 et avril 1997)  
 La régie des sociétés (août 1996)  
 Rapport du Comité spécial du Sénat sur les Accords de l'aéroport Pearson (déc. 1995)  
 Remontez ! Remontez ! Rapport intermédiaire sur les questions de sécurité liées aux systèmes automatisés d'observation météorologique (S.A.O.T.) (juin 1995)  
 De la vie et de la mort (juin 1995)  
 La machinerie agricole tue et mutile (juin 1995)  
 Le soldat autochtone et l'après-guerre (mars 1995)  
 La politique étrangère du Canada : principes et priorités pour l'avenir (novembre 1994)  
 Le mandat et le financement de Radio Canada International (juin 1994)  
 Le stress des agriculteurs : dimensions économiques, conséquences humaines (juin 1993)  
 La bravoure et le mépris (janvier 1993)  
 La pauvreté dans l'enfance : vers un avenir meilleur (janvier 1991)  
 Petro-Canada (juin 1990)  
 Les forces terrestres du Canada (octobre 1989)  
 Terrorisme (deux rapports : août 1987 et juin 1989)  
 La commercialisation du poisson au Canada (trois volumes : 1986, 1987, 1989)  
 Jeunesse : un plan d'action (février 1986)  
 Nos sols dégradés : le Canada compromet son avenir (novembre 1984)  
 Les relations Canada-Etats-Unis (trois volumes : 1976, 1978, 1982)  
 Retraite sans douleur (novembre 1979)  
 La pauvreté au Canada (novembre 1971)  
 Une politique scientifique canadienne (cinq volumes : 1970-1977)  
 Les mass média (trois volumes : décembre 1970)

possibilité de se défendre. Le Sénat a par la suite adopté un rapport du Comité exonérant M. Coyne et recommandant de ne pas poursuivre l'étude du projet de loi. Durant l'heure précédant le vote final, M. Coyne a résigné ses fonctions de son propre chef, ce qui lui a permis de préserver son honneur et sa réputation. La population a jugé que le Sénat avait tenu tête au gouvernement et donné à un haut fonctionnaire la chance de protéger son intégrité et celle de l'institution. Plus récemment, le vérificateur général et d'autres personnes ont soulevé la question de savoir si certaines subventions octroyées au titre du crédit pour éventualités du gouvernement respectaient les critères établis aux fins de l'utilisation de ce crédit et si, par conséquent, l'obligation de rendre compte au Parlement des dépenses du gouvernement est bien respectée. Pour donner suite à cette question, le Comité sénatorial permanent des finances nationales a entrepris un examen de cette dépense.

## Les rapports de comités

Les comités du Sénat ont produit plusieurs rapports fouillés sur des questions importantes pour la population canadienne. Voici quelques titres récents qui donnent un bon aperçu de la diversité de leurs travaux :

*L'efficacité et les améliorations possibles de la politique actuelle de péréquation* (mars 2002)

*La santé des Canadiens – Le rôle du gouvernement fédéral* (2001-2002)

*État de préparation du Canada sur les plans de la sécurité et de la défense* (février 2002)

*Air Canada : Les bonnes intentions ne suffisent pas !* (février 2002)

*Regard vers le sud : La politique des États-Unis en matière d'agriculture et d'agroalimentaire au XXI<sup>e</sup> siècle* (décembre 2001)

*Des promesses à tenir : Le respect des obligations du Canada en matière de droits de la personne* (décembre 2001)

*Le rôle du gouvernement en matière de frais d'entretien différé accumulé dans les établissements d'enseignement post-secondaire* (octobre 2001)

*Les réacteurs nucléaires Canadiens : Quel est le niveau suffisant de sûreté ?* (juin 2001)

*Laquaculture dans les régions canadiennes de l'atlantique et du pacifique* (juin 2001)

*Des soins de fin de vie de qualité : Chaque Canadien et Canadienne y a droit* (juin 2000)

*Restructuration de l'industrie canadienne du transport aérien* (décembre 1999)

à promouvoir la concurrence dans une économie mondiale et à permettre aux banques à charte d'étendre leurs activités. Ces travaux ont entraîné des modifications législatives et réglementaires en 1992. Depuis, le comité continue de suivre l'incidence de ces changements et d'examiner les nouveaux problèmes qui surgissent.

Un autre comité du Sénat a joué un rôle de premier plan dans le débat sur le libre-échange et il continue d'en surveiller les répercussions. Dans le cadre de son examen des relations canado-américaines le Comité sénatorial permanent des affaires étrangères avait recommandé, dès 1982, un accord bilatéral de libre-échange avec les États-Unis. Une fois cet accord conclu, le comité a continué de produire des rapports sur l'expérience de diverses industries canadiennes. Il a fait des recommandations sur la surveillance des effets de l'accord et sur le règlement des différends. En 1995, il a présenté un rapport sur le libre-échange dans les Amériques, où il formule des recommandations sur les relations commerciales du Canada avec les Antilles du Commonwealth et avec Cuba.

De plus, depuis 1997, le Comité a publié une série d'études sur les implications pour le Canada d'une intégration économique avec l'Europe et sur l'importance économique accrue de l'Asie-Pacifique.

Les enquêtes des comités sénatoriaux donnent aux gens l'occasion de se faire entendre. Les Canadiens peuvent y discuter des projets de loi, infléchir les orientations gouvernementales et exprimer leurs vues sur les grandes questions de l'heure. Les sujets abordés sont souvent très délicats sur le plan politique, et le Sénat est souvent le meilleur endroit pour en discuter.

En 1998-1999, le Comité permanent de l'agriculture a mené une enquête sur l'approbation de la somatotropine bovine recombinante du Canada. Divers pays utilisent cette hormone pour accroître la production des vaches laitières. Devant le Comité, plusieurs groupes et particuliers ont dit craindre que l'hormone ne présente des risques pour la santé. Le Comité a demandé au gouvernement de retarder l'approbation de la STbr pour permettre d'effectuer des contrôles scientifiques plus élaborés et rigoureux afin de déterminer s'il existe des risques.

Le Sénat joue aussi un rôle de surveillance et peut amener le gouvernement à rendre compte de ses actes. Nous pouvons citer un exemple typique survenu en 1961, lorsque le gouvernement a présenté un projet de loi visant à destituer de son poste le Gouverneur de la Banque du Canada, James Coyne. La Chambre des communes a adopté le projet de loi sans entendre M. Coyne, mais un comité sénatorial lui a donné la



« En quoi le travail du Sénat nous concerne-t-il? »

## Les tâches fondamentales des comités

Les comités du Sénat sont des groupes d'étude composés de 5 à 15 sénateurs. Trois grandes tâches leur sont confiées : approuver ou modifier des mesures législatives, approfondir les dossiers politiques et formuler des recommandations, et scruter les propositions ou budget de dépenses du gouvernement.

Les comités sont à la base des travaux du Sénat. En comité, les sénateurs examinent les projets de loi et font enquête sur les grandes questions que le Sénat leur renvoie. Chaque comité permanent a son domaine de spécialisation : affaires étrangères, banques et commerce, affaires juridiques et constitutionnelles, peuples autochtones, transports et communications, affaires sociales, sciences et technologie, etc.

Les comités tiennent des audiences pour recueillir toutes les informations au sujet des mesures législatives proposées. À cette fin, ils convoquent comme témoins des ministres, des fonctionnaires, des spécialistes, des organismes ou des particuliers. Ils exigent aussi la production de documents. Avec l'autorisation du Sénat, ils peuvent tenir des audiences partout au Canada. Une fois leur étude terminée, ils soumettent leurs conclusions au Sénat. Dans le cas d'un projet de loi, le comité peut recommander des amendements ou l'adoption sans amendement.

Lorsqu'ils mènent des enquêtes, les comités font à peu près le même travail qu'une commission royale, sauf qu'ils prennent moins de temps et coûtent moins cher.

## L'influence des enquêtes des comités

Pour la première Présidente du Sénat, Muriel McQueen Ferguson (Nouveau-Brunswick), les comités représentent vraiment « le cœur et l'âme du Sénat ». En comité, les sénateurs étudient les répercussions des projets de loi sur nos vies quotidiennes. Ils trouvent toujours des angles inattendus pour éclairer les grandes questions sociales, économiques et politiques de l'heure.

Un comité du Sénat a joué un rôle, par exemple, dans les services qu'offrent les banques et les sociétés de fiduciaire. Au cours des années 1980, en effet, le Comité sénatorial permanent des banques et du commerce s'est penché sur le fonctionnement des institutions financières au Canada. Il a cherché à mieux protéger les consommateurs,



Les sénateurs servent aussi d'ombudsman. Ils répondent aux gens qui cherchent de l'information sur les textes de loi ou qui ont besoin d'aide dans leurs rapports avec le gouvernement fédéral et l'appareil administratif de l'État.

## Les femmes au Sénat : l'affaire « personne »

Cinq Canadiennes se sont attaquées à la Cour suprême du Canada pour obtenir que les femmes puissent siéger au Sénat. En 1928, le tribunal avait décidé que, n'étant pas des « personnes » au sens des dispositions de l'Acte de l'Amérique du Nord britannique qui régissent les nominations au Sénat, les femmes ne pouvaient pas devenir sénatrices. Henrietta Muir Edwards, Nellie McClung, Louise McKinney, Emily Murphy et Irene Parly ont persuadé le Comité judiciaire du Conseil privé britannique, la cour de dernière instance pour le Canada à l'époque, d'annuler cette décision, ce qu'il a fait en 1929. Aujourd'hui, on peut voir un monument, qui rappelle la lutte et la victoire de ces cinq femmes, à l'extérieur des bureaux du Sénat sur la colline du Parlement.

La première sénatrice canadienne, Cairine Wilton (Ontario), a été nommée en 1930. Nommée Présidente du Sénat en 1972, Muriel McQueen Ferguson (Nouveau Brunswick) devenait ainsi la première femme à occuper cette fonction au Parlement du Canada. En 1974, Renaude Lapointe (Québec) devenait la première femme francophone à occuper la fonction de président au Parlement. En 1993, Joyce Fairbairn (Alberta) a été nommée la première Leader du gouvernement au Sénat. En 1999, la sénatrice Rose-Marie Losier-Cool a été nommée au poste de présidente intérimaire. Aujourd'hui, plus du tiers des membres du Sénat sont des femmes.

La somme de 4 000 \$, qui peut sembler dérisoire de nos jours, était assez considérable en 1867. Selon les meilleures estimations, elle équivalait à plus de 60 000 \$ aujourd'hui, mais le Parlement n'a jamais rajusté ce montant, et il y a longtemps que cette exigence constitutionnelle de posséder des biens d'une certaine valeur n'empêche plus le citoyen ordinaire d'être appelé au Sénat. C'est sans doute pourquoi le Parlement n'a jamais senti le besoin de révoquer ces dispositions.

## Au travail

Si vous deviez suivre un sénateur au travail, il vous faudrait faire la navette, parfois à la course, entre la salle du Sénat, les salles de comités et son bureau, et vous rendre régulièrement ment avec lui dans la région qu'il représente pendant qu'il s'acquitte de ses diverses fonctions. Le sénateur consacre une partie de la semaine aux débats du Sénat, mais c'est en comité qu'il accomplit l'essentiel de son travail. Beaucoup de sénateurs siègent à plusieurs comités et sous-comités. Ils passent de longues heures en réunion, sans compter la préparation nécessaire pour se familiariser avec les projets de loi et les modifier s'il y a lieu. Les réunions du caucus de leur parti et la rédaction de discours occupent aussi une partie de leurs journées déjà chargées.

Par leur travail en comité et leur expérience antérieure, beaucoup de sénateurs ont acquis des compétences reconnues dans certains domaines. Le public les identifie à ces domaines et se tourne vers eux pour obtenir de l'aide ou pour se faire entendre. Ainsi, les sénateurs passent une grande partie de leur temps à échanger avec des organisations et des particuliers et à promouvoir les causes qui leur tiennent à cœur. Les droits des enfants, les soins médicaux en phase terminale, la sécurité des agriculteurs et l'alphabétisation comptent parmi les nombreuses causes que les sénateurs ont défendues ces dernières années.

Sur la scène internationale, les sénateurs contribuent à promouvoir l'image du Canada et à resserrer nos liens avec d'autres pays par le biais des associations parlementaires. Ils y rencontrent des parlementaires du monde entier pour discuter notamment de commerce, d'économie, de sécurité, de culture et de droits de la personne. Ils y puisent des connaissances précieuses pour leur travail en comité.



- La gouverneure générale nomme les sénateurs sur recommandation du premier ministre. Pour être appelé au Sénat, il faut :
- être citoyen canadien;
  - avoir au moins 30 ans;
  - posséder de l'immobilier dans sa province d'une valeur nette d'au moins 4 000 \$;
  - avoir une valeur nette personnelle d'au moins 4 000 \$;
  - résider dans la province représentée.

### Pour devenir sénateur?

questions sur une longue période, établir des contacts durables et acquérir une très bonne connaissance des rouages du Parlement.



## « Qui sont-ils? Que font-ils? »

### Expérience, continuité et diversité

Le Sénat du Canada se compose d'hommes et de femmes qui viennent de tous les horizons professionnels. Gens d'affaires, avocats, enseignants, chirurgiens, leaders autochtones et journalistes, entre autres, ils ont œuvré dans l'agriculture, l'environnement, le secteur manufacturier, l'industrie pétrolière et gazière, l'industrie des pêches, les syndicats, l'économie, les services policiers, les forces armées et, bien sûr, en politique fédérale, provinciale, territoriale et municipale. Ces compétences variées permettent aux sénateurs d'aller à l'essentiel de projets de loi complexes et de mener des enquêtes pertinentes. Saisissant bien les enjeux, les sénateurs peuvent les scruter à fond et se montrer sensibles aux besoins des personnes et des organisations concernées.

Tous ceux qui entrent au Sénat, qu'il s'agisse d'anciens ministres, hauts fonctionnaires, premiers ministres ou chefs de parti provinciaux, ou encore de personnalités publiques, apportent une contribution précieuse au travail parlementaire par leur connaissance du processus législatif ou des affaires publiques.

Par exemple, la sénatrice Landon Pearson, ancienne présidente et directrice du Conseil canadien de l'enfance et de la jeunesse, a été élue coprésidente du Comité mixte spécial sur la garde et le droit de visite des enfants. Le Comité a consacré douze mois à l'étude de questions concernant le divorce, la garde des enfants, les pensions alimentaires pour enfants et le droit de visite. Le Comité a entendu les témoignages de gens des quatre coins du pays et a remis son rapport, *Pour l'amour des enfants*, en décembre 1998.

De plus en plus, le Sénat est le reflet de notre société multiculturelle. Il compte des sénateurs de religions et d'origines ethniques diverses. Les peuples autochtones et la communauté noire y sont représentés, tout comme les Canadiens d'origine arabe, asiatique, italienne, juive et ukrainienne, par exemple.

Comme pour les juges, la retraite est obligatoire à 75 ans, ce qui assure à la fois une continuité et une mémoire institutionnelle. Ainsi, les sénateurs peuvent suivre des

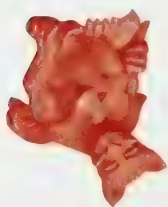


La Chambre haute compte aujourd'hui 105 sénateurs issus de divers milieux et représentant toutes les provinces et territoires. Les sénateurs sont trois fois moins nombreux que les députés fédéraux; néanmoins le budget de fonctionnement du Sénat est environ cinq fois moindre que celui des Communes. Les sénateurs consultent la population, dans leur province respective et à travers le Canada, puis se réunissent à Ottawa pour participer à la bonne gestion du pays.

Ce document montre par de nombreux exemples comment le Sénat remplit ses fonctions. Le Sénat se penche et se prononce sur une grande variété de questions, telles que notre cohésion sociale en tant que pays, la sécurité alimentaire au Canada, notre façon de lutter contre les drogues illégales et les soins que nous donnons aux mourants.

« Le Sénat a un rôle vital en tant qu'institution faisant partie du système fédéral créé par l'Acte. »

— La Cour suprême du Canada, Renvoi : Compétence du Parlement relativement à la Chambre haute, [1980] 1 R.C.S. 54, p. 66



## « Qu'est-ce que le Sénat? »

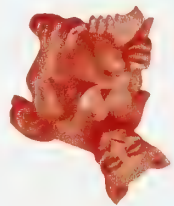
Il appartient à une démocratie moderne d'examiner à fond les lois et de les modifier, d'approfondir les grandes questions nationales et de défendre les intérêts des régions, des provinces et des minorités. Ces grandes fonctions d'une démocratie moderne sont aussi les tâches courantes du Sénat du Canada. Les sénateurs représentent, enquêtent, délibèrent et légifèrent.

Depuis plus de 130 ans, les sénateurs assument ces tâches dans les deux langues officielles et dans l'intérêt de tous et de toutes au pays. Ils contribuent ainsi à faire du Parlement fédéral une institution pleinement canadienne. C'est en 1864, à la Conférence de Québec, que les fondateurs de la Confédération jetèrent les bases de la

Constitution du nouveau pays qu'allait devenir le Canada. Ils convinrent d'adopter le modèle du Parlement britannique pour nos assemblées législatives, en l'adaptant à la situation locale. Le nouveau Parlement du Canada, ayant le mandat de légiférer pour « la paix, l'ordre et le bon gouvernement », serait donc constitué de la souveraine, d'une chambre de représentation régionale – le Sénat ou Chambre haute – dont les membres seraient nommés, et d'une chambre élue au suffrage populaire – la Chambre des communes.

Les fondateurs savaient que le Parlement aurait besoin de deux chambres pour assurer un examen plus attentif de la législation. Tout en donnant au Sénat des pouvoirs législatifs semblables à ceux de la Chambre des communes, ils le destinaient cependant à un rôle très différent. Le Sénat devait servir, pour citer le premier chef de gouvernement du Canada, sir John A. Macdonald, de « chambre de réflexion ».

La constitution et les responsabilités du Parlement, et notamment du Sénat, ont été énoncées dans l'Acte de l'Amérique du Nord britannique, devenu depuis la Loi constitutionnelle de 1867.



**Grotesques  
et gargouilles**

Les grotesques sont des figures fantasmagoriques sculptées dans la pierre. Au cours des siècles, ils ont servi à mettre des touches d'humour dans les édifices publics. Le grotesque représente dans ces pages est l'un de ceux qui ornent la salle du Sénat et ses divers salons. Les gargouilles sont des grotesques en saillie à l'extérieur d'un édifice. Décoratives, elles servent souvent à l'écoulement des eaux pluviales.

# Le Sénat aujourd'hui

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Publié avec l'autorisation du Comité permanent de la régie interne, des  
budgets et de l'administration. L'honorable Richard H. Kroft, président;  
l'honorable Norman K. Atkins, vice-président. Juin 2002.

Photographies

Page couverture : photographie officielle du Sénat du Canada, pour  
la première session de la 37<sup>e</sup> législature. (Photographie : Malak

Photographs Ltd.)

Pages intérieures : grotesques, Bureau d'information publique de la  
Bibliothèque du Parlement.





# Le Sénat aujourd'hui



CANADA



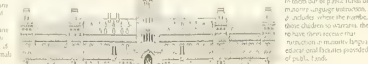

Senate

Sénat

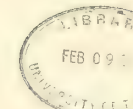


4. This Part may be cited as the *Canadian Charter of Rights and Freedoms*.

"We must not, however, lose sight of the fact that the Charter is a part of the Constitution of Canada, and that it is a part of the law of the land. It is a part of the law of the land, and it is a part of the law of the land, and it is a part of the law of the land."



# CHARTRE DES DROITS DE LA FEMME ET DES LIBERTÉS



« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Garantie des droits et libertés

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Libertés fondamentales

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Droits démocratiques

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Liberté de circulation et d'établissement

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Garanties juridiques

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Droits à l'égalité

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Langues officielles du Canada

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Droits à l'instruction dans la langue de la minorité

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Recours

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Dispositions générales

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Application de la charte

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

## Titre

« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :

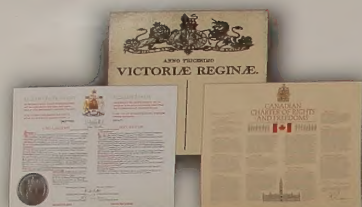
« Nous, les Canadiens et Canadiennes, nous reconnaissons et nous déclarons que :





National Flag of Canada

Constitution Act, 1867



Constitution Act, 1982

Canadian Charter of Rights and Freedoms (1982)



National Sports

**House of Commons**  
 Newfoundland and Labrador (7)  
 Nova Scotia (11)  
 Prince Edward Island (4)  
 New Brunswick (10)  
 Quebec (75)  
 Ontario (103)  
 Manitoba (14)  
 Saskatchewan (14)  
 Alberta (26)  
 British Columbia (34)  
 Yukon (1)  
 Northwest Territories (1)  
 Nunavut (1)  
 Total (301)



Queen's Personal Canadian Flag



Royal Cypher



Governor General's Flag



Governor General's Symbol



**Senate**

Newfoundland and Labrador (6)  
 Nova Scotia (10)  
 Prince Edward Island (4)  
 New Brunswick (10)  
 Quebec (24)  
 Ontario (24)  
 Manitoba (6)  
 Saskatchewan (6)  
 Alberta (6)  
 British Columbia (6)  
 Yukon (1)  
 Northwest Territories (1)  
 Nunavut (1)  
 Total (105)



Maple Tree



Arms of Canada



Beaver

# THE PROVINCES AND TERRITORIES OF CANADA

**Ontario  
1867**



Queen's Park Toronto

**Quebec  
1867**



Parliament Building Quebec City

**Nova Scotia  
1867**



Province House Halifax

**New Brunswick  
1867**



Legislative Building Fredericton

**Manitoba  
1870**



Legislative Building Winnipeg

**British Columbia  
1871**



Parliament Buildings Victoria

**Prince Edward Island  
1873**



Province House Charlottetown

**Saskatchewan  
1905**



Legislative Building Regina

**Alberta  
1905**



Legislature Building Edmonton

**Newfoundland and Labrador  
1949**



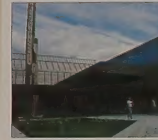
Confederation Building St. John's

**Northwest Territories  
1870**



Legislative Assembly Yellowknife

**Yukon  
1898**



Yukon Government Administrative Building Whitehorse

**Nunavut  
1999**



Legislative Assembly Iqaluit



White Trillium



Blue Flag



Mayflower



Purple Violet



Prairie Crocus



Pacific Dogwood



Lady's Slipper



Western Red Lily



Wild Rose



Pitcher Plant



Mountain Avens



Fireweed



Purple Saxifrage



Common Loon



Snowy Owl



Osprey



Black-capped Chickadee



Great Grey Owl



Steller's Jay



Blue Jay



Sharp-tailed Grouse



Great Horned Owl



Atlantic Puffin



Gyrfalcon



Common Raven



Rock Ptarmigan

## OTHER PROVINCIAL AND TERRITORIAL SYMBOLS

Eastern White Pine (tree)  
Amethyst (gemstone)  
Green/Yellow (colours)

Yellow Birch (tree)

Red Spruce (tree)  
Nova Scotia Duck Tolling Retriever (dog)  
Nova Scotia Tartan  
Wild Blueberry (fruit)  
Agate (gemstone)  
Stilbite (mineral)

Balsam Fir (tree)  
New Brunswick Tartan  
Atlantic Salmon Fly called "Picture Province"

White Spruce (tree)  
Manitoba Tartan

Western Red Cedar (tree)  
Jade (gemstone)  
British Columbia Tartan

Red Oak (tree)  
Prince Edward Island Tartan  
Charlottetown soil

White Birch (tree)  
Wheat-Sheaf (plant)  
Saskatchewan Tartan  
Saskatchewan Dress Tartan  
Potash (mineral)  
White-tailed Deer (animal)  
Needle-and-Thread Grass  
Curling (sport)

Lodgepole Pine (tree)  
Petrified Wood (stone)  
Rocky Mountain  
Big Horn Sheep (animal)  
Bull Trout (fish)  
Blue/Gold (colours)  
Alberta Tartan

Black Spruce (tree)  
Labradorite (gemstone)  
Newfoundland Dog  
Newfoundland Pony (animal)

Jack Pine (tree)  
Native Gold (mineral)  
Northwest Territories Tartan

Lazulite (gemstone)  
Yukon Tartan

Canadian Inuit Dog



Canadian Heritage

Patrimoine canadien

Canada





Drapeau national du Canada

Loi constitutionnelle de 1867



Loi constitutionnelle de 1982

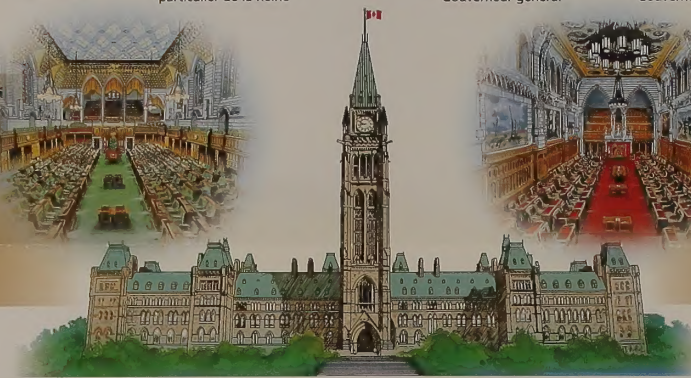
Charte canadienne des droits et libertés de 1982



Sports nationaux

### Chambre des communes

Terre-Neuve et Labrador (7)  
Nouvelle-Écosse (11)  
Île-du-Prince-Édouard (4)  
Nouveau-Brunswick (10)  
Québec (75)  
Ontario (103)  
Manitoba (14)  
Saskatchewan (14)  
Alberta (26)  
Colombie-Britannique (34)  
Yukon (1)  
Territoires du Nord-Ouest (1)  
Nunavut (1)  
Total (301)



### Sénat

Terre-Neuve et Labrador (6)  
Nouvelle-Écosse (10)  
Île-du-Prince-Édouard (4)  
Nouveau-Brunswick (10)  
Québec (24)  
Ontario (24)  
Manitoba (6)  
Saskatchewan (6)  
Alberta (6)  
Colombie-Britannique (6)  
Yukon (1)  
Territoires du Nord-Ouest (1)  
Nunavut (1)  
Total (105)



Chiffre royal



Pavillon canadien particulier de la Reine



Pavillon du Gouverneur général



Symbole du Gouverneur général



Armoiries du Canada



Castor



Érable

## LES PROVINCES ET LES TERRITOIRES DU CANADA

Ontario  
1867



«Queen's Park»  
Toronto

Québec  
1867



Hôtel du Parlement  
Québec

Nouvelle-Écosse  
1867



«Province House»  
Halifax

Nouveau-Brunswick  
1867



Palais de la Législature  
Fredericton

Manitoba  
1870



Palais de la Législature  
Winnipeg

Colombie-Britannique  
1871



Palais du Parlement  
Victoria

Île-du-Prince-Édouard  
1873



«Province House»  
Charlottetown

Saskatchewan  
1905



Palais de la Législature  
Regina

Alberta  
1905



Palais de la Législature  
Edmonton

Terre-Neuve et Labrador  
1949



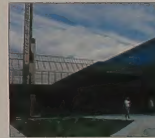
Édifice de la  
Confédération  
St. John's

Territoires du Nord-Ouest  
1870



Palais de la Législature  
Yellowknife

Yukon  
1898

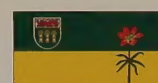


Édifice administratif du  
gouvernement du Yukon  
Whitehorse

Nunavut  
1999



Assemblée législative  
Iqaluit



Trillium blanc



Iris versicolore



Fleur de mai



Violette cucullée



Crocus des prairies



Cornouiller de Nuttall



Sabot de la Vierge



Lis rouge orangé



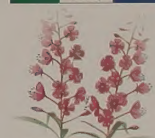
Rose aciculair



Sarracénie pourpre



Dryade à feuilles entières



Épilobe à feuilles étroites



Saxifrage à feuilles opposées



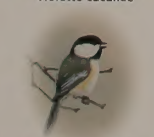
Huart à collier



Harfang des neiges



Balbusard pêcheur



Mésange à tête noire



Chouette lapone



Geai de Steller



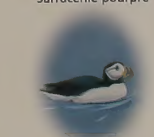
Geai bleu



Tétras à queue fine



Grand-duc d'Amérique



Macareux moine



Faucon gerfaut



Grand corbeau



Lagopède alpin

### AUTRES SYMBOLES PROVINCIAUX ET TERRITORIAUX

Pin blanc (arbre)  
Améthyste  
(pierre précieuse)  
Vert et jaune (couleurs)

Bouleau jaune (arbre)

Épinette rouge (arbre)  
Retrievers de la  
Nouvelle-Écosse (chien)  
Tartan de la  
Nouvelle-Écosse  
Bleuet sauvage (fruit)  
Agate (pierre précieuse)  
Stilbite (minéral)

Sapin baumier (arbre)  
Tartan du  
Nouveau-Brunswick  
Mouche pour la pêche  
au saumon de l'Atlantique,  
appelée «Province  
pittoresque»

Épinette blanche (arbre)  
Tartan du Manitoba

Cèdre de l'Ouest (arbre)  
Jade (pierre précieuse)  
Tartan de la  
Colombie-Britannique

Chêne rouge (arbre)  
Tartan de  
l'Île-du-Prince-Édouard  
Sol de Charlottetown

Bouleau blanc (arbre)  
Gerbe de blé (plante)  
Tartan de la  
Saskatchewan  
Tartan de cérémonie de  
la Saskatchewan  
Potasse (minéral)  
Cér de Virginie (animal)  
Stipe comateuse (herbe)  
Curling (sport)

Pin tordu (arbre)  
Bois pétrifié (pierre)  
Labradorite  
(pierre précieuse)  
Terre-neuve (chien)  
Poney de Terre-Neuve  
(animal)

Épinette noire (arbre)  
Labradorite  
(pierre précieuse)  
Terre-neuve (chien)  
Poney de Terre-Neuve  
(animal)

Pin gris (arbre)  
Or natif (minéral)  
Tartan des Territoires du  
Nord-Ouest

Lazulite (pierre précieuse)  
Tartan du Yukon

Chien inuit canadien





3 1761 11465389 2